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ABSTRACT

This document describes instruction for the acquisition of healthy lifestyle behaviors. The Healthful Living Education program reflects the needs of all students, including those with disabilities, combining health education and physical education. When appropriately reinforced in a comprehensive scope and sequence, it can provide such benefits for all students as: lowered risk-taking behaviors; enhanced academic performance; desirable social behaviors; increased levels of self-image; establishment of positive behaviors; increased respect for diversity; and appropriate skill development and behavior for competence in at least three lifetime activities. The standard course of study has objectives for each grade level. The same strands and competency goals occur at each level. The strands define major elements of healthful living that are relevant across grades and provide unifying threads of understanding supported by the goals and objectives of the standard course of study. The strands include: preparation; stress management; substance abuse; nutrition and weight management; protecting self and others; relationships; personal fitness; healthful lifestyles; appreciation for diversity; social wellness; movement forms; and fitness and sport literacy. (Contains 24 references.) (SM)

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Healthful Living Education

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NORTH CAROLINA

STANDARD COURSE OF STUDY

INSTRUCTIONAL SERVICES
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

FOREWORD

North Carolina has had a ***Standard Course of Study*** since 1898. Since that time, the curriculum has been revised periodically to reflect the changing needs of students and society. The most recent total revision of the state curriculum occured in 1985. The 1985 ***Standard Course of Study*** reflected the knowledge, skills, and attitudes needed to function effectively in an industrial age. It also included efforts to develop mature thinkers and problem solvers.

In the years since 1985, we have witnessed a dramatic shift in the needs of business and industry, and society in general. These changes have been collectively heralded as the information age. The 21st century will bring new challenges in preparing students for the demands of an information age. While students must attain enabling skills such as reading, writing, and computing, they must also attain the new basics which include creative thinking and problem solving, interpersonal skills, negotiation and teamwork. Also since 1985, all the major content areas have developed National Standards which guide curriculum revisions. Major recent school reform efforts such as the ABC Plan with strong accountability components have necessitated an even more clearly defined state curriculum.

These changes, coupled with more in-depth learning at a much higher level, provide the foundation for current revisions to the ***Standard Course of Study***. The revisions are futuristic in outlook. They look at what students will need to know and be able to do to be successful in the 21st century.

Michael E. Ward
State Superintendent of Public Instruction

ACKNOWLEDGMENTS

The Department of Public Instruction gratefully acknowledges the cooperation and assistance received from individuals and groups throughout the State in this current revision process. Without such cooperation, the revisions and printing of the ***North Carolina Standard Course of Study*** would not have been possible.

We wish to express a special thanks to:

- the Office of Instructional Services for providing the leadership and vision that guided the development of these documents. The untiring efforts of this staff contributed greatly to the completion of this task,
- office support staff in instructional services who, in addition to their on-going responsibilities, word processed the revised documents,
- the many local educators, parents, and business people who participated in the current revision process by serving on curriculum committees and reacting to draft documents,
- faculty from the institutions of higher education who advised the staff and assisted in the revision of the curriculum,
- the Communications and Information Division for technical assistance in the publication of the documents,
- Association for Supervision and Curriculum Development (ASCD) for allowing its ***Dimensions of Thinking*** to serve as a framework for this revision process.

The curriculum will continue to be revised and improved to meet the needs of the children of North Carolina.

INTRODUCTION

Standard Course of Study and
Grade Level Competencies

K-12

Public Schools of North Carolina
Department of Public Instruction

INTRODUCTION

Background and Overview

History

North Carolina has maintained a Standard Course of Study since the 1890's. That document was a brief, simple guide which outlined the curriculum for the public schools. Every five to seven years since that time, the ***Standard Course of Study*** has been revised to reflect the needs of North Carolina students.

Following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina Department of Public Instruction began a revision of the ***Standard Course of Study***. These efforts to define a basic education program for the State resulted in two publications:

- ***The Basic Education Program for North Carolina's Public Schools*** (Adopted by State Board of Education in response to a legislative mandate) - outlines the curriculum, programs not confined to subject areas, general standards, material support, and staffing which should be provided in all schools throughout the state.
- ***The North Carolina Standard Course of Study*** (Adopted as policy by the State Board of Education) - sets content standards and describes the curriculum which should be made available to every child in North Carolina's public schools. It includes the subject or skills areas of arts education, English language arts, guidance, healthful living, information/computer skills, mathematics, science, second language studies, social studies, and workforce development education. Also included are the philosophy and rationale underlying the curriculum frameworks and considerations for developing a thinking framework, aligning curriculum and assessment, and providing for the needs of exceptional children.

Standard Course of Study

The revised ***Standard Course of Study*** has moved from a detailed, prescriptive curriculum guide to a more flexible guide to instruction, emphasizing what students should know and be able to do as they progress through various levels of proficiency and ultimately

exit from high school. The revised curriculum focuses on themes and concepts rather than isolated facts. It emphasizes thinking skills and problem solving more than the memorization and recall of information.

The revised ***Standard Course of Study*** is based on recent research on how students learn. It is a curriculum that promotes integration through the identification of common skills and processes.

The ***Standard Course of Study*** includes the curriculum that should be made available to every child in North Carolina's public schools. Many public schools in the state presently offer an even more comprehensive curriculum. Therefore, in some curriculum areas, electives were also included. The ***Standard Course of Study*** is part of the Department of Public Education's continual improvement efforts. The curriculum will be revised on a regular basis to remain consistent with the changing needs of our nation, state, and local communities.

Philosophy and Rationale

Education has long served as the key to equal opportunity for American citizens. We should be proud of our schools. Historically, American schools have prepared students to join an industrialized economy and become contributing citizens in their communities.

Today, however, the challenge of education is to prepare students for a rapidly changing world. Students in modern society must be prepared to:

- compete in a global economy,
- understand and operate complex communication and information systems, and
- apply higher level thinking skills to make decisions and solve problems. American businesses seek students with the knowledge and skills to succeed in the international marketplace of today's information-based society. Whether at work or in post-secondary study, students must be able to apply what they've learned from their years of public schooling.

The purpose of the North Carolina ***Standard Course of Study*** is to guarantee that all students have equal access to the same basic curriculum. If public education is an avenue to equal opportunity, high standards must be set for all students. ***The Standard Course of Study*** does not seek to prescribe how schools should organize themselves or how teachers should instruct. Rather, the curriculum sets standards against which schools and teachers may judge their success.

Curriculum Integration

The Department of Public Instruction views integration as a curriculum implementation strategy which links the content and skills from various disciplines. There are various models of integration which seek to achieve an acceptable degree of interdisciplinary learning. Generally, these models use the language and methodology from more than one discipline and focus on unifying themes, issues, problems, concepts, and experiences. These models help the learner make connections among the individual disciplines and are based upon the following beliefs.

Integration:

- Mirrors the real world in which we live.
- Motivates students by making learning relevant to their personal lives.
- Adds coherence to vast amounts of information by making connections among disciplines.
- Addresses the overcrowded curriculum by viewing content as a "means" not an "end."
- Acknowledges reading, writing, speaking, listening, viewing, and the use of numbers as enabling skills within thinking processes.
- Fosters collaboration among students and teachers.

Although the North Carolina Department of Public Instruction strongly endorses the concept of integration among various disciplines, local school districts, schools, and classroom teachers are best able to develop curricular units which will be meaningful to the teachers and students at the classroom level. It is the responsibility of the State to set quality curriculum and performance standards and to develop models of integration which link curriculum, instruction, and assessment.

Thinking and Reasoning Skills

To become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop their ability to think and reason. It is no longer adequate for students to simply memorize information for recall. If graduates are to function effectively now and in the 21st century, they must be able to acquire and integrate new information, make judgments, apply information, and reflect on learning.

Research during the 1960's in cognitive psychology has led to the study of the processes that underlie learning. Although there are numerous models of intelligence and learning, the following guiding assumptions serve as the foundation for a thinking framework for North Carolina's public schools.

- All students can become better thinkers.
- Thinking is content dependent and influenced by the learner's prior knowledge of that content.
- The teaching of thinking should be deliberate and explicit with an emphasis on the transfer and application of thinking processes and skills.
- Thinking is improved when the learner takes control of his/her thinking processes and skills.
- Curriculum, instruction, and assessment should be aligned to enhance the teaching of thinking.
- Improving student thinking will require fundamental changes in the school culture, including lesson design, student assessment, classroom organization, and school governance.
- Over-emphasis on factual recall inhibits the development of thinking.
- Schools must model thoughtful behavior-decision making, problem solving and other thinking processes.
- Efforts to improve thinking within a school or school system should be guided by a conceptual framework and comprehensive plan.
- There is no single best program for the teaching of thinking.

Dimensions of Thinking

The Department of Public Instruction has adopted ***Dimensions of Thinking**** (1988) as the framework for the revised curriculum. The more recent work, ***Dimensions of Learning*** (1994), builds on the theory and research from ***Dimensions of Thinking*** and provides direction from a practitioner's perspective.

- Thinking Skills: These are specific cognitive operations--the building blocks of thinking. Examples are observing, recalling comparing, and ordering.
- Thinking Processes: These are complex sequences of thinking skills. Different processes involve variable sequences of thinking skills. They occur over time.
- Creative Thinking: This is the ability to form new combinations of ideas to fulfill needs. It is generative in nature and is usually judged by outputs.
- Critical Thinking: This is reasonable, reflective thinking--deciding what to believe. It is evaluative in nature and helps one not to be blinded by his/her own point of view.
- Metacognition: This is the awareness of one's own self as a thinker.

* Marzano, R.J. et.al. (1988). ***Dimensions of Thinking***, Alexandria, Va.: Association for Supervision and Curriculum.

Alignment of Curriculum and Assessment

The North Carolina ***Standard Course of Study*** sets content standards for what students should know and be able to do. The North Carolina ABCs Accountability Plan establishes performance standards which specify the level of proficiency a student must reach in order to have met specific content standards in specified subject areas. These performance standards are indicators of proficiency for those content areas that are tested.

Balanced Assessment Program

A balanced assessment program for North Carolina schools, teachers, and students serves multiple purposes. Classroom assessment informs instruction and monitors students' progress, while statewide testing focuses on accountability for student achievement and quality programs. Accountability measures are the means of checking broadly to determine what has been learned within the school. These assessments allow for corrections in instructional focus at a program level and are important indicators of the degree to which all students are learning the ***Standard Course of Study***. These data also help teachers determine students' progress from year to year. Results from accountability measures provide one source of information for parents and the public in a timely and accurate manner.

Ongoing classroom assessments are multifaceted and document students' progress over time. They are planned and administered by the classroom teacher and are focused on improving learning, readjusting instruction, and promoting quality, in-depth student work. These assessments make use of various strategies such as observations and open-ended questions and resources such as instructional management systems (test item banks) and portfolios. They encourage the observation of processes and the collection of student products. These assessments inform instructional planning and student, teacher, and parent conferences where individual student progress and future goals are discussed.

The North Carolina Department of Public Instruction believes that a balanced assessment program supports implementation of the ***Standard Course of Study***. Balanced assessment includes testing for accountability purposes and the continual development of quality classroom assessment as vehicles to prepare students to master high content and performance standards. The strategies most likely to result in long-term growth and learning of high quality will result from effective use of classroom assessments as an integral part of instruction. Additionally, strong classroom assessment engages students in self-assessment and greater ownership for their own learning. Quality classroom assessment is essential to the goals of high student achievement and the continuous improvement of schools.

Learning Targets

A strong model for teaching and learning includes classroom assessment as an integral part of a balanced assessment program. In an instruction-assessment cycle *assessment methods* are tied to *learning targets* and then to *decisions* about instruction. (See Figure 1 on page xiv.) In the initial part of the cycle, learning targets (goals) are clarified and students know in advance what they are expected to learn. Teachers use their in-depth understanding of the curriculum to identify the most important learning goals and establish priorities for instruction in order to build on students' prior understandings. They consider multiple targets – factual information, concepts, processes, reasoning, applications, and attitudes. They establish high expectations for all students for all important learning targets. Most importantly, they are able to clarify for themselves and their students what those targets are and what mastery of them will look like.

Assessment Methods

Since the primary users of classroom assessment are teachers and students, the most important purpose is to direct and inform student learning. Teachers and students need multiple evidences about each student's understandings and performances to diagnose, monitor progress, evaluate achievement, and plan for future instruction. Teachers use a variety of assessment methods, both formal and informal, to gather evidence of student learning. They match the type of assessment method to the learning target they want to measure and use stategies that ask students to demonstrate their thinking and reasoning.

Through an ongoing process teachers may use classroom activities both to instruct and assess at the same time. What is important is that evidence of student learning is gathered with a variety of assessment methods, in multiple contexts, and over an extended period of time.

Decisions & Actions

As they gather the evidence about students' learning through classroom assessment, teachers make sense of assessment information. They ask themselves reflective questions. For example, they may ask:

- What do these errors actually tell me about the students' thinking and understanding?
- Do I have sufficient evidence to know how well the students really understand?
- How well can I generalize about how much students know and can do?
- What other evidence may I need?

Reflection helps teachers decide what information and feedback can be extracted from student assessment data and what inferences and interpretations can be made about student learning.

Assessment Cycle:
A Model for Teaching and Learning

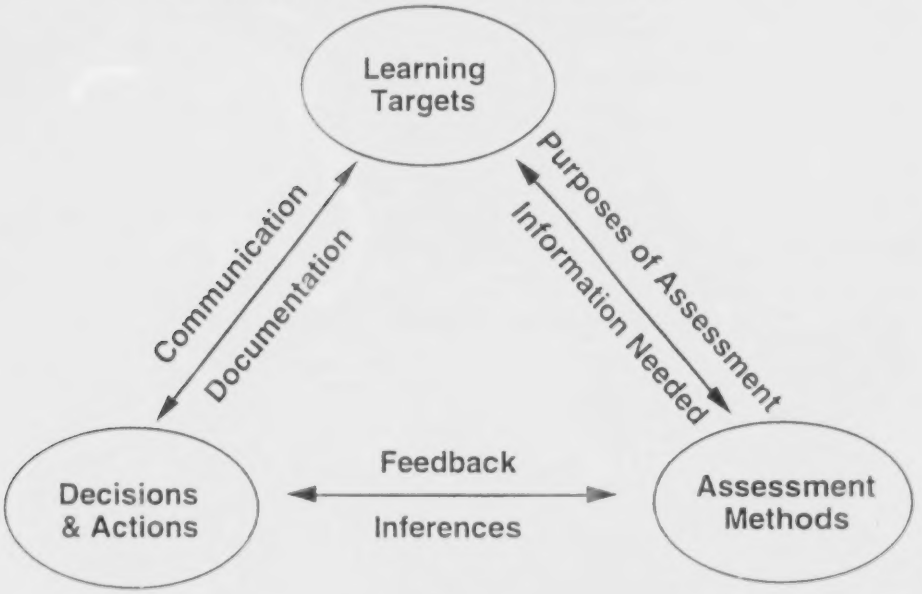

Figure 1

Communication
Documentation

In the last part of the model, teachers document, act on, and communicate information from the assessments. By taking action based upon what the students understand and can do, teachers are likely to be more effective in their decisions. They may decide to reteach key concepts, to move to the next unit of instruction, to regroup students for further instruction, or to allow more practice and application time. Documentation of student learning occurs throughout the teaching and learning model and will include diverse formats: checklists, anecdotal records, observations, grades, portfolios. Communication can provide clear, precise, useable feedback to students, parents, administrators, or other interested adults. This communication can be formal (a report card or scheduled conference) or informal (a telephone conversation, note, or conversation). The cycle of teaching and learning will repeat again and again throughout the year, with the teacher's identifying and clarifying the next learning targets.

Both classroom assessment and statewide testing focus on the learning targets that are described in the ***Standard Course of Study***, albeit for different purposes. Future changes in the scope and form of statewide assessments will therefore be based on the ***Standard Course of Study***.

Programs for Children With Special Needs

The Purpose of Programs for Exceptional Children

The main purpose of exceptional children's programs is to ensure that students with disabilities develop mentally, physically and emotionally to the fullest extent possible through an appropriate, individualized education in the least restrictive environment.

Children with special needs are students who because of permanent or temporary mental, physical, or emotional disabilities need special education and are unable to have all their educational needs met in a regular class without special education or related services. Children with special needs include those who are autistic, hearing impaired (deaf and hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally-emotionally handicapped, specific learning disabled, speech-language impaired, traumatic brain injured, and visually impaired (blind or partially sighted). See Section .1501 or Procedures Governing Programs and Services for Children with Special Needs for definitions of these classifications.

Programs and services for children with special needs may be classified as both instructional programs and instructional support services, depending on the educational need of an individual student.

Content Sequence

Curricula for most children with special needs follow the curricula for students in general education. Emphasis must be given to instruction in English language arts, arts education, social studies, healthful living, mathematics, science, career and vocational education, depending on the needs of the individual student. Attention must focus upon cognitive, affective, motor and vocational development within the curricular areas. The Individualized Education Program for students with disabilities is based on a comprehensive assessment, and states in writing the special education offerings to be provided to each student with a disability.

Learning Outcomes

Learning outcomes - knowledge, skills, concepts, understandings, and attitudes - for students with disabilities will differ from student to student. For many exceptional students, the same learning outcomes developed for students in general education will be appropriate. Some exceptional students will meet the learning outcomes at a different time and in a different manner than students in general education. Some students with severely limiting disabilities might not meet these outcomes in general education and will need a totally different curriculum.

Curriculum Adaptation

The purpose for adapting or changing curricula and teaching and learning strategies for students with disabilities is to help them achieve at their highest level, and to prepare them to function as independently as possible. Completion of school experience by students with disabilities is determined by meeting the requirements for graduation or by attaining the goals in the Individualized Education Program, or both. To graduate with a diploma, an exceptional student must earn the State mandated units of credit based on successful completion of course work, and acceptable scores on tests adopted by the State. Exceptional students who do not meet the State and local requirements for a diploma, but meet other requirements for graduation, will be eligible to participate in graduation exercises and receive a certificate of achievement.

Although course requirements are the same for exceptional students and non-exceptional students, the instruction must be tailored to meet each student's individual needs. Instruction is based on the curricula needs (academic, affective, motor, and vocational) of each student with a disability. Instruction varies from student to student so curricula may vary also. The key to all education for students with disabilities is the Individualized Education Plan.

State of North Carolina Graduation Requirements

North Carolina high school students are expected to meet specific state requirements in order to receive a high school diploma. These requirements apply to all students across the state and help ensure that all graduates have met certain standards. These standards for achievement and courses are designed to prepare students for higher education and for work as adults.

In addition to state standards, local school boards may set other standards to graduate.

Ninth graders entering high school for the first time in 2000-01 also are required to select and complete one of four courses of study before they graduate. This marks the first time that North Carolina has required students to meet this standard. Educators hope that this will spur students to consider more carefully their future opportunities and to plan accordingly.

Graduation Requirements – plan ahead!

There are three types of requirements that students must meet: credits, Course of Study and tests.

Students, with their parents' input, need to decide if they are planning for a career immediately after high school graduation, if the student plans to pursue a two-year or community college degree, or if the student will pursue a four-year college or university degree. If undecided, students should take the most rigorous course of study in which they can be successful, particularly in mathematics. Students need to ensure that they understand the education and other preparation required for the career they choose to pursue as adults.

Students and their parents should review this plan annually to determine any changes needed.

Credits and Courses of Study

Students must select a Course of Study to guide the courses they take during high school. Three of the four Courses of Study require that students complete 20 course credits as well as the NC High School Exit Exam. These Courses of Study – Career Prep, College Tech Prep, and College/University Prep – are designed for students to go directly to work or to a community or technical college or to a four-year college or university. A fourth Course of Study, the Occupational Course of Study, is designed for certain students with disabilities who have an Individualized Education Plan. Most students, regardless of Course of Study, take credits in the same core curricular areas. In fact, the Courses of Study provide enough flexibility for students to modify their Course if they choose to do so.

The Career Prep, College Tech Prep, and College/University Prep Courses of Study require a minimum of

4 credits in English	3 credits in science
3 credits in mathematics	1 credit in Health/Physical Education
3 credits in social studies	electives

Please see chart on Page xxi for additional information about credit requirements. Also see chart on Page xxi for the Occupational Course of Study minimum requirements.

NORTH CAROLINA
ACADEMIC SCHOLARS PROGRAM

History

In March, 1983, the State Board of Education approved the North Carolina Scholars Program to begin with the 1983-1984 school year. In March, 1990, the State Board of Education revised the program and redesignated it the North Carolina Academic Scholars Program. Students who complete the requirements for an academically challenging high school program will be named North Carolina Academic Scholars and receive special recognition.

Recognition

The students who qualify for this special recognition

- will be designated by the State Board of Education as North Carolina Academic Scholars.
- will receive a seal of recognition attached to their diplomas.
- may receive special recognition at graduation exercises and other community events.
- may be considered for scholarships from the local and state business/industrial community.
- may use this special recognition in applying to post-secondary institutions. (Candidates are identified by the end of grade 11 and their candidacy can be included in application forms and/or transcripts sent to these institutions.)

Student Planning

Most student should begin planning for the program before they enter grade 9 to ensure they get the most flexibility in their courses.

Program Requirements

To become North Carolina Academic Scholars, students must complete the Course of Study indicated below. It should be noted that students must have an overall four-year grade average of B or its equivalent as determined by the local board of education.

The program will consist of a single plan as outlined below:

Units	Program Area
4	English I, II, III, IV
3	Mathematics (Algebra I, Geometry, Algebra II or one unit of advanced mathematics for which Algebra II is a prerequisite – three (3) units must be taken in grades 9-12)
3	Science (Biology, Chemistry, Physics or one other advanced science in lieu of Physics)
3	Social Studies (Government/ Economics, U.S. History, and one world studies course)
2	Foreign Languages (two levels of the same language)
1	Health/Physical Education
2	Additional units selected from among English, Mathematics, Science, Social Studies or Foreign Language courses
4	Electives
22	

Please note that the designated number of units per subject area must be taken in grades 9-12.

NC COURSE OF STUDY GRADUATION REQUIREMENTS*

Content Area	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP** Course of Study Requirements	COLLEGE/UNIVERSITY PREP Course of Study (UNC 4-yr college) Requirements	OCCUPATIONAL*** Course of Study Requirements
English	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits – Occupational English I, II, III, IV
Mathematics	3 Credits Including Algebra I	3 Credits ** Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I & II, OR Integrated Mathematics I, II, III	4 Credits (4th credit effective for first time ninth graders in 2002-2003) Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I,II,III and a credit beyond Integrated Mathematics III	3 Credits Occupational mathematics I, II, III
Science	3 Credits A Physical Science course, Biology, Earth/Environmental Science	3 Credits A Physical Science course related to career pathway (CP), Biology, Earth/Environmental Science	3 Credits A Physical Science course, Biology, Earth/Environmental Science	2 Credits Life Skills Science I, II
Social Studies	3 Credits Government/Economics (ELPS), US History, World Studies	3 Credits Government/Economics (ELPS), US History, World Studies	3 Credits Government/Economics (ELPS), US History, World Studies (2 courses to meet UNC minimum admission requirements-US History & 1 elective)	2 Credits Social Studies I (Government/US History) Social Studies II (Self-Advocacy/Problem Solving)
Second Language	Not required	Not required **	2 Credits in the same language	Not required
Computer Skills	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduation class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduation class of 2001)	Computer proficiency as specified in IEP
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Career Technical	4 Credits in Career/Technical Select courses appropriate for career pathway to include a second level (advanced) course OR	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course	Not required	4 Credits Career/Technical Education electives
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	4 Credits in an Arts Discipline Select courses appropriate for an arts education pathway to include an advanced course	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision
	Recommend at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)			
Electives or other requirements*****	2 Elective Credits and other credits designated by LEA	2 Elective Credits and other credits designated by LEA	3 Elective Credits and other credits designated by LEA	Occupational Preparation: 6 Credits: Occupational Preparation I,II,III,IV****
	Proficiency on Exit Exam (Effective for entering ninth graders 2001-2002)	Proficiency on Exit Exam (Effective for entering ninth graders 2001-2002)	Proficiency on Exit Exam (Effective for entering ninth graders 2001-2002)	Elective credits/completion of IEP objectives/Career Portfolio-required/No Exit Exam
TOTAL	20 Credits plus any local requirements	20 Credits plus any local requirements	20 Credits plus any local requirements	22 Credits plus any local requirements

*Effective for ninth graders entering for the first time in 2000-01. The additional mathematics credit in college/university prep is for entering ninth graders of 2002-03.

**A student pursuing a college tech prep course of study may meet the requirements of a college/university course of study by completing 2 credits in the same second language and one additional unit in mathematics.

***This course of study shall be made available for certain students with disabilities who have an IEP, beginning in 2000-01.

****Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

*****Examples of electives include JROTC and other courses that are of interest to the student.

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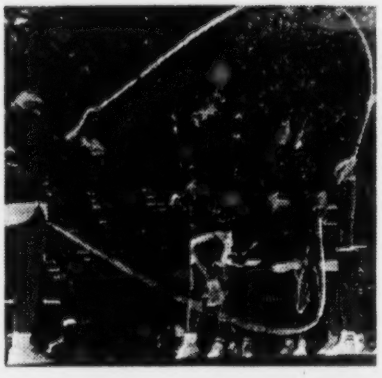
HEALTHFUL LIVING



Standard Course of Study and Grade Level Competencies

K-12

Public Schools of North Carolina
Department of Public Instruction

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- the public school, higher education, and community agency members of the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance;
- the NC Comprehensive School Health Training Center Staff at Appalachian State University for continuing efforts to improve and promote the design and implementation of quality health education programs throughout the state; and
- the many educators, parents, business partners, and health professionals who contributed to this document.

PREFACE

Intent

The Healthful Living Education program promotes behaviors that contribute to a healthful lifestyle and improved quality of life for all students. The Healthful Living Education portions of the North Carolina Standard Course of Study support and reinforce the goals and objectives of its two major components—health education and physical education. When the concepts of these areas are integrated and well taught the health and well being of students can be enhanced significantly. Fit, healthy students who are present and alert in school have a head start on academic performance.

Because many more significant health issues exist than there is space for in the Healthful Living Education portion of the North Carolina Standard Course of Study, the criteria listed below have been applied to select the current content and place it at the appropriate grade level by grade level.

Content:

The content:

- is necessary for behavior management, not just knowledge for its own sake.
- deals with an issue or behavior over which students have a significant measure of personal influence.
- focuses on the development of behavior management skills.
- can realistically be achieved by schools and students.
- deals with an important health outcome or risk factor (immediate danger or short-term or long-term risk of mortality or morbidity).
- is not customarily or totally dealt with by parents or others.
- is unlikely to be dealt with in another curricular area.
- is required by law or by state board of education policy.
- is for the entire student population at the appropriate grade level.
- is appropriate for all geographic areas in the state.

- adequately represents the health needs of the various demographic groups in the state.
- challenges students.
- facilitates use of available, quality instructional resources.
- is compatible with national standards.
- is consistent with research on effective programming in healthful living.

Revisions

The North Carolina Healthful Living Standard Course of Study was last revised in 1996 (K-12). Reforms and revisions in Health Education and Physical Education programs to foster the development of the revisions to this curriculum are necessary because:

- research has greatly advanced our knowledge about the link of students learning and academic achievement;
- education and societal changes;
- alignment to national standards.

Changing Vision in Healthful Living Education

Students in North Carolina are more obese than ever. It is imperative that broad-based implementation of healthful living reforms continue so that all students in our state can realize their potential.

Because health education and physical education are so different from a generation ago, the nature of healthful living is changing. A revised perception of teaching is required in order for healthful living goals to be achieved.

One important change is the rapid sharing of information that our children are unhealthy; furthermore, unhealthy behaviors have more impact on citizens, employees, students, and parents. For example, the quality of our lives is enhanced by healthy behaviors and participating in lifelong activities. In order to do this as adults, students must be provided the opportunity to learn and practice healthy behaviors, making good decisions, conflict resolution, goal setting, calculating and predicting health outcomes, and physical activity skills.

Community programs are becoming more important and more accessible in today's society. Students and adults alike have greater opportunity to participate in life skills, ranging from choosing appropriate foods to opportunities to participate in physical activity. However, these programs are not designed to teach students the motor skills to participate. Nor are they designed to replace physical education or health education.

For these reasons, students need a stronger understanding of health, a safe place to learn, and the ability to obtain a healthy and active life. Together with an emphasis on the application of healthy behaviors and the opportunity to practice and build on a student's skill level, the Healthful Living Curriculum will help all students to be safe, healthy, and physically active.

Technology

Technology can change the way healthful living education is taught in public schools today. With the use of electronic body fat calipers, blood pressure cuffs, heart rate monitors, timers, calculators, video, digital cameras, and computers, health education and physical education have taken on a more personal meaning and learning experience. Students cannot only study about norms for their age, but experience it with the help of a health screening and qualified personnel like a school nurse to design a plan for change or management. Students can be monitored for asthma, high or low blood pressure, stress. The may design personal health plans and much more. Implementing a comprehensive school health program can help ensure this quality program.

Social and Educational Changes

The demands of contemporary society in general and the work place in particular increasingly influence the changes in Healthful Living Curriculum. The average workweek is longer, there are more sedentary jobs than ever, playing outside can be dangerous in today's society and schools are being held accountable for improving academic performance. These issues are critical in advancing a healthful living curriculum. With the workweek longer and more sedentary jobs, adults need to know and understand that the workday must include time for exercise and healthy meals. It is sometimes easy to not find the time in our world of convenience.

At one time, a large number of students could be served in a large space like the gymnasium, students could read a book and answer questions, or teachers were hired to coach as their first priority. That day has gone.

Healthy behavior skills and activity are becoming more and more essential for a healthy society. Therefore, all students should continue to study significant health issues and participate in daily physical activity throughout their public school experience including the development of good motor skills; good health sense; knowledge of strategies for refusal or activity; and the ability to gather, analyze and interpret data for personal wellness planning.

Student Learning

We have known that healthy, active kids learn better. Now data provides information for us. More and more studies are being done to show that healthy active kids have fewer absences, have fewer discipline problems, and can do better in school performance in academic areas. As a result, we can now plan instruction in ways that are far more likely to help them develop skills in health and physical education to be applied in their adult working lives.

Program Review

These changes require an evaluation of all aspects of Healthful Living Education. There is a need to re-examine:

8 the roles of teachers and students;
9 assessment practices;
10 the preparation and professional development of teachers;
11 the equality of teaching health education objectives and physical education objectives, and
12 the level of support for health education and physical education from all parts of society.

PHILOSOPHY

Most Important Health Behaviors and Risks

Appropriate Healthful Living Education instructional topics incorporate consideration of those health behaviors of children and adolescents that have potentially serious long-term and short-term health consequences. Some of the most important behaviors and/or risks include:

- involvement in violent acts, including physical fighting, bullying, weapon carrying and homicide;
- consuming excessive fat, calories, and sodium; and consuming insufficient fiber, foliate and variety of foods;
- engaging in sexual intercourse which could lead to pregnancy and disease;
- insufficient physical activity;
- attempting suicide;
- driving while under the influence of alcohol and/or other drugs, traveling as a passenger with a driver who is impaired, driving too fast, and not using passenger restraints;
- not wearing bicycle helmets when riding;
- using harmful or illegal substances, including alcohol and tobacco;
- engaging in water-related recreation without appropriate floatation devices or supervision, or without skill in swimming and staying afloat, or while using alcohol and/or other drugs;
- inadequately preventing or responding to fire emergencies;
- participating in activity or sport without proper knowledge, supervision, and/or equipment.

Healthful Living Education Skills

Skill development in Healthful Living Education occurs both through study of the skills and thorough application of the skills to the Healthful Living Education topics and behaviors. The following skills align well

with research on effective programs and national standards in health education and physical education.

I. Self-esteem building

A. Self-perception
   1. Awareness of sources of self-perceptions
   2. Awareness of normalcy of emotions
   3. Awareness of self-messages and body image

B. Self-acceptance
   1. Developing realistic expectations for self
   2. Converting negative thinking to positive

C. Self-efficacy
   1. Perceptions of control vs. fate
   2. Distinguishing between internal and external control
   3. Controlling own behaviors

II. Behavior management

A. Self-awareness/self-monitoring
   1. Using subjective data
   2. Using objective data

B. Ethics development
   1. Acknowledging universal values
   2. Developing personal standards
   3. Accepting responsibility for own behavior

C. Decision-making/problem-solving
   1. Assessing the issue
   2. Selecting a decision-making method
   3. Generating alternatives
   4. Identifying costs, benefits, consequences
   5. Selecting an alternative
   6. Acting on choice
   7. Evaluating results

D. Planning behavior strategies
   1. Setting a goal
   2. Selecting a strategy
      a. Visualizing

b. Modeling
c. Rehearsing
d. Contracting

3. Self-reinforcement
4. Monitoring progress
5. Evaluating results

III. Communicating

A. Empathy
1. Identifying feelings of others
2. Accepting reality of feelings
3. Verbally reflecting feelings

B. Assertion
1. Describing situation
2. Expressing own position
3. Specifying acceptable change(s)

C. Conflict resolution
1. Choosing a style
2. Respecting different points of view
3. Listening
4. Expressing
5. Negotiating

D. Responding to persuasion

IV. Using appropriate resources

A. Assessing need for help
B. Locating sources of help
C. Exercising rights
D. Overcoming obstacles

PURPOSE

The purpose of Healthful Living Education is to provide appropriate instruction for the acquisition of behaviors, which contribute to a healthy lifestyle. This can be achieved through a program that reflects the needs of all students, including those with disabilities, throughout his/her school experience.

Benefits

The Healthful Living Education program, when appropriately reinforced in a comprehensive scope and sequence manner, can be expected to provide the following benefits for all students:

- lowering of the risk-taking behaviors that contribute to disease, injury and death;
- enhanced academic performance;
- desirable social behaviors and increased levels of self-image;
- establishment of the positive behaviors that promote higher levels of healthy living;
- higher morale and productivity and less absenteeism by students;
- development of appropriate levels of personal fitness and an understanding of the importance of physical activity for maintaining a viable and productive life;
- fewer instances of students dropping out of school due to health-related behaviors (e.g., pregnancy, alcohol and drug use or being dismissed from school due to violence or tobacco-related suspension);
- more students acknowledging the value of abstinence from sexual intercourse until marriage;
- lower health care expenses;
- increased awareness and respect for cultural diversity through integration in both health and physical activities;
- healthier, more active workforce citizens, better equipped to

handle personal and social environmental, safety, and medical care decisions; and

- appropriate skill development and behaviors for competence in at least three lifetime activities.

It is important to recognize that the Healthful Living Education Course of Study does not describe a model or ideal program. Rather, it is a description of the basic or minimum competencies necessary. It is expected that local enrichment and adaptation are essential to the successful implementation of this program.

PROGRAM DESCRIPTION

Healthful Living is a combination of health education and physical education. The two courses should compliment each other, as the objectives will reflect. Students should experience a sequential educational program that will involve learning a variety of skills that enhance a person's quality of life.

Characteristics of Effective Healthful Living Education Programs

Today, health status is determined more by one's personal behaviors rather than advances in medical technology, availability of health services, or other factors; and research demonstrates that education in schools can influence the health-related behaviors of students. This research indicates that Healthful Living Education is most effective and efficient when it:

- focuses on health-related behaviors, not just knowledge;
- has a positive, wellness orientation;
- is based on student skill development;
- fosters understanding of and practice of behavior change/reinforcement/extinction principles;
- actively involves students in learning and uses interactive methods;
- promotes positive peer influence and appropriate social norms;
- matches educational priorities with the appropriate age levels;
- is culturally and developmentally sensitive;
- fosters positive social bonding between the student, school and community;
- is designed to enhance "protective factors" and move toward reversing or reducing known "risk factors;"
- has continuity through the grade levels;

- has adequate blocks of time devoted to it;
- uses well-tested, standardized interventions with detailed lesson plans and student materials;
- is taught by well-informed and certified teachers who are comfortable with the content, methods, materials, and skill progression;
- establishes and uses knowledge for lifetime fitness through various community resources such as but not limited to fitness councils, recreation departments, and fitness clubs;
- is reinforced by school policies, services, environment, parents, peer educators, community programs, media, and school staff.

A Quality Program

A quality Healthful Living Education Program provides evidence of its effectiveness through accountable assessments of outcomes that have been achieved by students. It provides opportunities for the development of skills. It fosters an understanding of why, when, and how healthy behaviors may be incorporated into a daily lifestyle.

A quality program focuses on the health-related benefits of health and physical activity and how these benefits can be acquired and maintained. It promotes community and business involvement. It accommodates the needs and development levels of all students, regardless of language barriers, cultural differences, or physical and mental ability levels.

Quality Healthful Living Education teaches students how to apply the concepts of proper exercise in their daily lives and for lifetime fitness as well as the healthful living skills described in the philosophy section of this document.

In order for a program to incorporate all of these components, a teacher should enhance the existing Standard Course of Study and provide opportunities for adequate student learning and practice.

Healthful living instruction that prepares students for the 21st century should focus on:

- high academic standards with expectations of high achievement for every student;

- a learning-centered curriculum with the teacher as the facilitator;
- learning based on constructing meaningful concepts from facts;
- learning health education and physical education in real-world contexts;
- making connections within health education and physical education and with other content areas;
- relating health education and physical education to the students' world;
- active, hands-on learning in classes and instructional areas;
- more student responsibility and choice;
- students inquiring, problem-solving, conjecturing, inventing, producing, and finding answers;
- students working and learning cooperatively;
- accommodating individual student needs, whether cultural, developmental, or cognitive;
- infusing a multicultural perspective;
- expanding resources to include local and global communities;
- using technology to support instruction;
- relating classroom learning to the skills students will need in order to function successfully and healthfully in their communities, workplace, military, and in society.

ORGANIZATION OF THE CURRICULUM

The standard course of study for Healthful Living Education is organized simply: objectives are provided for each grade level, K–High School, and the same strands and competency goals occur in every grade level. This organization serves to provide continuity to the sequence of students' learning and provides opportunities to reinforce specific healthful behaviors at several grade levels.

A rectangular, double-lined box at the beginning of each grade level contains particular focus areas that are addressed. The K-8 focus appears as a bulleted list, which describe as concisely as possible major features of the curriculum. For high school, the information in the focus box will be a description of the course. The competency goals and objectives will follow.

The strands

The strands define the major elements of healthful living that are relevant across grade levels and provide unifying threads of understanding supported by the goals and objectives of the Standard Course of Study.

The Healthful Living Education portion of the North Carolina Standard Course of Study enables all students to gain knowledge and skills about healthful living topics important to their age levels. Although some competencies may seem very similar, they are addressing various psychomotor, affective and cognitive aspects for learning. The following healthful living strands are the focus of instruction:

- preparatory (comprehending the scope and nature of health and illness; recognizing the age-specific and situation-specific health risks for oneself and one's peers; and appreciating the value of health education instruction as guidance for achieving a satisfying, healthful lifestyle)

- stress management (achieving well being through anticipating and managing stressors; having positive and healthy self-esteem; and controlling behaviors that are unhealthy for self or others)

- substance abuse (reducing health risks by avoiding harmful and illegal substances, including alcohol and tobacco, and avoiding the misuse of prescription and nonprescription medications)

- nutrition and weight management (achieving high-level wellness through wise nutritional choices and regular physical activity)

- protecting self and others (recognizing and avoiding a variety of health risks; managing the environment and community health; practicing preventive measures and accessing appropriate health resources)

- relationships (having healthy social support and providing support for others; having communication skills, including empathy, listening, and conflict resolution; identifying and seeking help for unhealthy relationships)

- personal fitness (achieving a health-enhancing level of fitness and developing higher levels of basic fitness and physical competence as needed in many work situations and leisure activity)

- healthful lifestyles (establishing patterns of regular participation in meaningful physical activity; providing awareness of opportunity both in school and community; a comprehensive perspective on the meaning of a healthy lifestyle)

- appreciation for diversity (development of respect for individual similarities and differences through positive interaction among participants in physical activity; including characteristics of culture, ethnicity, motor performance, physical, mental, and emotional disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status; valuing diversity in physical activity and development of strategies for inclusion of others)

- social wellness (achievement of self-initiated behaviors that promote personal and group success in activity setting; safe practices, adherence to rules and procedures, etiquette, sportsmanship, cooperation and teamwork, ethical behavior in sport, and positive social interaction)

- movement forms (development of movement competence through dance, gymnastics, individual, dual, team sport or activities; movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishing a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily

physical activities)

- fitness and sport literacy (using cognitive information to understand and enhance motor skill acquisition and performance; application of concepts from disciplines such as motor learning and development, biomechanics, and exercise physiology; knowledge and application of these concepts and practice enhance the likelihood of independent learning and therefore more regular and effective participation in physical activity).

HEALTHFUL LIVING EDUCATION GRADES K-3

Major Emphases

A comprehensive Healthful Living Education program for all students has as its foundation learning experiences which are designed to help each individual develop pro-active health promotion behaviors. Students should develop positive attitudes toward regular physical activity and its effect on health. The following educational descriptors are reflective of the goals and objectives found in the K-3 Healthful Living Education curriculum:

By the end of grade three:

Students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, especially including the role of their own behaviors in regard to eating breakfast and balanced meals; rest and exercise; using seat belts; responding to traffic, fire, and other warning signs, sounds, and symbols; avoiding burns and getting help in an emergency; and the impact of substances, including alcohol and tobacco, on their lives; identify social and psychological contributions of physical activity.

Students will be able to demonstrate ways in which they can manage stress; be responsible for their own behaviors; cope with fear and embarrassment; deal with aggression and bullying; resolve disputes; cooperate, share, and respecting the rights of others; know safe practices, class rules and procedures and apply them with little or no effort.

Students will know and understand the value of being physically fit and the types of activities that contribute to total fitness; express feelings with challenges; be aware that choosing to be physically active is a conscious decision and personal choice for both enjoyment and health-related benefits.

Students will be able to demonstrate fundamental motor skills; develop and refine creative movements; demonstrate manipulative skills; work cooperatively with others to complete a task; display appropriate behaviors during social situations; express an enjoyment for movement experiences; and want to participate in community activities.

HEALTHFUL LIVING EDUCATION - KINDERGARTEN

Focus Areas
- Healthy foods
- Influences and feelings
- Heart rate
- Locomotor, non-locomotor, and combination skills
- Basic health-related vocabulary
- The joy of play

Strands: Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Movement Forms, Fitness and Sport Literacy

COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

Objectives

1.01 Describe influences on health, e.g., food, rest, exercise, hygiene/cleanliness.
1.02 Relate health to feelings and to behaviors.
1.03 Describe health risks for age group.

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

Objectives

2.01 Identify specific feelings by name.
2.02 Verbalize feelings.
2.03 Accept the normalcy of feelings.
2.04 Identify and make choices.
2.05 Accept and carry out personal responsibilities.

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.

Objectives

3.01 Prevent the spread of germs in personal life.

3.02 Use seat belts and bicycle helmets.
3.03 Describe meanings of traffic signs and signals.
3.04 Respond appropriately to warning signs, sounds, and labels.
3.05 Demonstrate the stop, drop, and roll response to burning clothing.
3.06 Demonstrate how to get help in an emergency.
3.07 Identify items that can burn oneself.
3.08 Brush teeth daily and do not share toothbrush.

COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.

Objectives

4.01 Distinguish between safe and risky means of getting attention.
4.02 Seek and offer appropriate help in the home, school, and community.
4.03 Share objects and time.
4.04 Recognize and accept that each person is unique and special.

COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.

Objectives

5.01 Place foods in the appropriate group of the Food Guide Pyramid.
5.02 Eat a variety of foods for good health, including unfamiliar and culturally diverse foods.
5.03 Select a school breakfast and lunch that contain a variety of grains, vegetables and fruit.
5.04 Keep foods and their containers clean.
5.05 Keep hands clean, using appropriate cleaning techniques.
5.06 Recognize the agricultural origins of common foods.
5.07 Identify snack foods that help the teeth and body.

COMPETENCY GOAL 6: The learner will choose not to participate in substance use.

Objectives

6.01 Explain how to be careful with medicines.
6.02 Distinguish between medicinal and non-medicinal drug use.
6.03 Identify reliable sources of information regarding medicines and substances.
6.04 Affirm choice not to use tobacco or look alike products.

COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.

Objectives

7.01 Identify physiological signs of moderate physical activity.
7.02 Recognize two appropriate sites on the body to monitor the heart rate.
7.03 Sustain moderate to vigorous physical activity for short periods of time.
7.04 Demonstrate knowledge of flexibility through warm up activities and perform exercises that enhance proper flexibility in a variety of muscle groups.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.

Objectives

8.01 Identify likes and dislikes connected with participation in physical activity.
8.02 Select and participate in activities that require physical activity during non-school hours.
8.03 Recognize the joy of participating.

COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.

Objectives

9.01 Recognize the joy of shared play.
9.02 Interact positively with students in class regardless of personal differences.
9.03 Participate willingly in group activities.

COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.

Objectives

10.01 Examine the rules for participating in the physical activity setting.
10.02 Work in a group setting without interfering with others.
10.03 Handle equipment safely.
10.04 Share space and equipment with others.
10.05 Develop listening skills and the ability to follow instructions in sequence during a game situation.

COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.

Objectives

11.01 Demonstrate non-locomotor movements using different parts of the body.

11.02 Demonstrate a variety of locomotor and combination skills in a movement pattern.
11.03 Utilize non-locomotor, locomotor, and combination skills to demonstrate movements in creative sequences and in simple patterned dances.
11.04 Demonstrate a variety of non-locomotor, locomotor and combination skills while participating in different games and activities.
11.05 Develop movement control for safe participation in games and sports.
11.06 Demonstrate the emerging skills of catching, kicking, throwing, and striking necessary for participating in activity.
11.07 Demonstrate forward and backward rolling patterns.
11.08 Perform rolling movements, which can be used as safety rolls.

COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.

Objectives

12.01 Identify fundamental movement patterns.
12.02 Establish a beginning movement vocabulary.
12.03 Apply age appropriate concepts to performance.

HEALTHFUL LIVING EDUCATION – Grade 1

Focus Areas

- Seeking appropriate help
- Recognition that feelings are normal
- Healthy relationships
- Identification of incorrect uses of medicines
- Demonstration of respect
- Static and dynamic balances
- Manipulative skills
- Following rules and procedures
- Flexibility and muscular strength and endurance

Strands: Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Variety of Movement Forms, Fitness and Sport Literacy

COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

Objectives

1.01 Summarize health risks for age group.
1.02 Predict consequences of various health-related behaviors.
1.03 Demonstrate correct handwashing technique.
1.04 Describe events/situations, which should include handwashing.

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

Objectives

2.01 Explain that feelings are normal and acceptable.
2.02 Identify the relationship between feelings and behaviors.
2.03 Differentiate between healthy and unhealthy expressions of feelings.
2.04 Identify behaviors controlled by self.

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.

Objectives

3.01 Demonstrate stop and search when entering or crossing a street or road.
3.02 Follow playground, school bus, and school ground safety rules.
3.03 Demonstrate how to make emergency phone calls.
3.04 Identify firefighters and other law enforcement or rescue personnel by their appearance.
3.05 Identify dental emergencies and how to get help.

COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.

Objectives

4.01 Differentiate between appropriate and inappropriate touch.
4.02 Seek adult assistance for inappropriate touch.
4.03 Identify the benefits of healthy relationships.
4.04 Respect the rights of others.
4.05 Describe ways of resolving conflicts without fighting.
4.06 Explain the differences between the acceptability of feelings and acceptability of behaviors.
4.07 Examine that different people have different abilities.

COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.

Objectives

5.01 Discuss how foods of the Food Guide Pyramid are needed for growth and health.
5.02 Select healthful snacks for teeth and body from the Food Guide Pyramid.
5.03 Recognize and appropriately respond to physical signs of hunger and satiety.

COMPETENCY GOAL 6: The learner will choose not to participate in substance use.

Objectives

6.01 Identify risks of incorrect use of medicines.
6.02 State school rules regarding use of medicines and substances
6.03 Report but not touch needles/syringes or containers for alcohol or tobacco.
6.04 Affirm choice not to use alcohol.

COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.

Objectives

7.01 Examine one or two components of a health-related fitness assessment.

7.02 Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activities.

7.03 Demonstrate knowledge of flexibility through stretching exercises and perform exercises, which enhance flexibility in a variety of muscle groups.

7.04 Demonstrate knowledge of muscular strength and endurance through strengthening exercises and perform exercises, which enhance muscular strength and endurance in a variety of muscle groups.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.

Objectives

8.01 Investigate likes and dislikes connected with participation in physical activity.

8.02 Explore activities you like which require physical activity during non-school hours.

8.03 Accept and carry out safe rules while participating outside school hours.

COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.

Objectives

9.01 Treat others with respect during play.

9.02 Play and cooperate with a partner regardless of personal differences such as gender, skill level, or ethnicity.

9.03 Participate willingly in individual and group activities.

COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.

Objectives

10.01 Apply safe practices, physical education rules and procedures.

10.02 Demonstrate cooperation with partner by successfully working together to complete an assigned task.

10.03 Resolve conflicts in socially acceptable ways.

COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.

Objectives

11.01 Demonstrate manipulative skills.

11.02 Demonstrate the manipulative skill of striking, trapping, and tossing a ball to moving partner.

11.03 Demonstrate the manipulative skill of rising and sinking while twisting, necessary for participation in a dance, activity, or modified game situation.

11.04 Demonstrate static and dynamic balances using different body parts.

COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.

Objectives

12.01 Identify critical elements of the basic locomotor and manipulative skills.

12.02 Identify performance of movement concepts of space, effort, and relationships that vary the quality of movement.

12.03 Examine the importance of warm-up and cool down.

HEALTHFUL LIVING EDUCATION – Grade 2

Focus Areas

- Identification of feelings and ways of coping
- Dental hygiene
- Serving sizes for food groups
- Identification of harmful substances
- Participation in daily physical activity
- Mature movement patterns
- Working cooperatively
- Use of concepts in movement control

Strands: Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Movement Forms, Fitness and Sport Literacy

COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

Objectives

1.01 Summarize health risks for age group.
1.02 Identify behaviors that promote personal health.
1.03 Interpret benefits of health to oneself.

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

Objectives

2.01 Discuss expected standards of behavior.
2.02 Identify feelings of happiness, sadness, fear, anger and situations that trigger them.
2.03 Demonstrate healthy behaviors that express happiness, sadness, fear and anger.
2.04 Distinguish between evaluations of performance and personal worth..
2.05 Demonstrate pride in personal qualities and accomplishments

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.

Objectives

3.01 Describe benefits of toothbrushing, flossing, and dental sealant.
3.02 Demonstrate tooth brushing and flossing.
3.03 Demonstrate the prevention of germ spread through food, water, air, and touch.
3.04 Practice measures to prevent contact with the body fluids of others.
3.05 Demonstrate the stop, drop, and roll response to burning clothing.
3.06 Handle flammable liquids safely.
3.07 Get help in an emergency.

COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.

Objectives

4.01 Recognize and respond to the feelings of others.
4.02 Judge behaviors as promoting or hindering friendships.
4.03 Give and receive compliments and apologies appropriately.
4.04 Respond appropriately to teasing and bullying.

COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.

Objectives:

5.01 Conclude that foods provide nutrients, which maintain and promote health.
5.02 Identify the serving sizes and number of daily servings needed from each food group of the Food Guide Pyramid.
5.03 Describe how microorganisms can cause foodborne illnesses.
5.04 Provide examples of how the media uses persuasive techniques to influence food-related purchasing decisions.
5.05 Accept and respect the uniqueness of differing physical characteristics.
5.06 Recognize the social significance of food in the United States.

COMPETENCY GOAL 6: The learner will choose not to participate in substance abuse.

Objectives

6.01 Analyze potential impact of smoking on self.
6.02 Describe effects of alcohol use on behavior.
6.03 Identify risks of harmful products including inhalants.
6.04 Affirm choice not to use inhalants.

COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.

Objectives

7.01 Examine 2 or 3 components of health-related physical fitness assessment.
7.02 Recognize the physiology indicators that accompany moderate to vigorous physical activity.
7.03 Recognize the relationship between nutrition and physical fitness.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.

Objectives

8.01 Engage in physical activity in your community.
8.02 Demonstrate good sportsmanship and other positive behaviors related to physical activity.
8.03 Investigate that physical activity is a conscious choice.

COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.

Objectives

9.01 Play and cooperate with others regardless of personal differences.
9.02 Treat others with respect during play.
9.03 Explore positive conflict resolution strategies while in play situations.

COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.

Objectives

10.01 Apply rules, procedures and safe practices requiring little or no reinforcement.
10.02 Work cooperatively with others to complete an assigned task.
10.03 Honestly report results of work.

COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competences towards lifetime physical activities.

Objective

11.01 Demonstrate mature motor patterns in simple combinations.
11.02 Demonstrate smooth transitions between sequential motor skills.
11.03 Demonstrate mature form in skipping, hopping, galloping and sliding.
11.04 Demonstrate control in traveling activities and weight bearing and balance activities on a variety of body parts.

11.05 Explore various even and uneven rhythmic patterns using non-locomotor, locomotor, and combination movements.

11.06 Demonstrate simple square dance and folk dances.

11.07 Create and refine a dance movement sequence with a beginning, middle and ending.

COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.

Objectives

12.01 Identify a few of the critical elements of basic movement patterns.

12.02 Use concepts of space awareness and movement controls to run, hop, and skip in different ways in a large group without bumping into others or falling.

12.03 Identify and demonstrate the major characteristics of mature walking, running, hopping, and skipping.

12.04 Use feedback to improve performance.

HEALTHFUL LIVING EDUCATION – Grade 3

Focus Areas

- Ability to monitor feelings
- Planning escape in dangerous situations
- Recognizing that behavior is changeable
- Benefits of Bicycle safety
- Important nutrients in food groups
- Influences on substance abuse
- Likes and dislikes related to physical activity
- Interacting positively
- Catching, throwing, dancing, and basic tumbling
- Feedback to improve performance
- Creating movement sequences

Strands: Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Movement Forms, Fitness and Sport Literacy

COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

Objectives

1.01 Summarize health risks for age group.
1.02 Identify characteristics of responsible health behaviors.
1.03 Predict risk for negative behaviors.

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

Objectives

2.01 Demonstrate ability to monitor personal feelings.
2.02 Identify unhealthy behaviors that express happiness, sadness, fear, anger and demonstrate coping skills to handle them.
2.03 Discuss universally expected standards of behavior.
2.04 Acknowledge that behavior is changeable.

2.05 Handle embarrassment appropriately.

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.

Objectives

3.01 Make a plan to escape fire in a building.
3.02 Avoid smoke inhalation during a fire.
3.03 Respond appropriately to weather-related emergencies.
3.04 Demonstrate first aid for minor problems.
3.05 Select appropriate resources to deal with a variety of health risk situations.
3.06 Use a helmet when riding a bike.

COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.

Objectives

4.01 Effectively express opinions contrary to those of others.
4.02 Initiate conversation with others.
4.03 Show concern for others.
4.04 Exercise self-control as a substitute for aggression.

COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.

Objectives

5.01 Identify the important nutrients in each of the food groups of the Food Guide Pyramid.
5.02 Plan healthy meals and snacks that emphasize the principles of the Food Guide Pyramid.
5.03 Practice safe food handling that promotes cleanliness and avoids cross-contamination.
5.04 Understand the basic information on food labels.
5.05 Distinguish between internal and external cues for starting and stopping eating.
5.06 Recognize the social significance of food in family and cultures.

COMPETENCY GOAL 6: The learner will choose not to participate in substance use.

Objectives

6.01 Explain reasons not to use tobacco products.
6.02 Assertively decline to smoke.

6.03 Describe benefits of not using substances.
6.04 Identify positive and negative influences on substance use.

COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.

Objectives

7.01 Recall all of the components of a health-related fitness.
7.02 Complete a modified version of a health-enhancing personal fitness test.
7.03 Demonstrate appropriate warm-up and cool down activities.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.

Objectives

8.01 Develop and demonstrate a positive attitude toward being physically active.
8.02 Engage in regular physical activity.
8.03 Understand that participation in physical activity is a conscious choice.
8.04 Discover personal likes and dislikes related to physical activity.

COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.

Objectives

9.01 Participate willingly in group activities with various classmates.
9.02 Interact positively with others regardless of differences.
9.03 Use positive conflict resolution strategies in game play situations.

COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.

Objectives

10.01 Work cooperatively with others to complete a task.
10.02 Demonstrate the ability to follow directions and safety rules.
10.03 Identify positive behaviors and comments to use during play situations.

COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.

Objectives

11.01 Demonstrate American and International folk dances.
11.02 Create movement sequences to a rhythmic beat while manipulating objects.

11.03 Demonstrate catching and throwing patterns with balls and other appropriate objects.
11.04 Discover the ability to change direction and levels with objects.
11.05 Perform the skills of kicking, dribbling, passing, and trapping.
11.06 Demonstrate the ability to strike with a paddle or other appropriate extensions.
11.07 Demonstrate inverted movements.
11.08 Perform a variety of forward and backward rolling movements and sequences.
11.09 Create a variety of gymnastic routines, which focus on inversion and rolling sequences.
11.10 Successfully perform a variety of jump rope skills.

COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.

Objectives

12.01 Identify safe practices in physical activity settings.
12.02 Follow rules during a variety of physical activities.
12.03 Assess the major characteristics of mature walking, running, throwing, catching.
12.04 Use feedback to improve performance.
12.05 Identify and understand the critical elements of basic fitness terms.

HEALTHFUL LIVING EDUCATION GRADES 4-5

Major Emphases

A comprehensive Healthful Living Education program for all students has as its foundation learning experiences, which help each individual develop pro-active health promotion behaviors. The following educational descriptors are reflective of the goals and objectives found in the 4-5 Healthful Living Education curriculum:

By the end of grade five:

Students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, especially including the role of their own behaviors in regard to proper exercise, eating healthful snack foods, foods prepared by healthful methods, and foods containing important nutrients. Also, students will be able to healthfully direct their own personal behaviors in regard to use of bicycle helmets, exercising caution as a pedestrian or bike rider, and by refusing to be involved in substance abuse.

Students will be able to demonstrate means of managing their own behaviors in regard to impulsiveness; conveying acceptance vs. hostility; dealing with strong feelings; arguing; and adapting to changing relationships, friendships and self.

Students will be able to state rational counter-arguments to pressure to use drugs, alcohol, or tobacco; explain the dangers of various substances; evaluate the reliability of health information sources; provide first aid for choking victims; describe patterns of normal development associated with puberty; and analyze advertising for health-related products.

Students will be able to name the benefits of personal fitness; describe and demonstrate activities that enhance health-related fitness; demonstrate a variety of flexibility, strength and endurance exercises; demonstrate the ability to use the appropriate intensity and state the guidelines for developing cardiovascular fitness; understand basic nutrition and fitness concepts; and demonstrate an appropriate level of personal fitness.

Students will demonstrate a wide variety of manipulative skills that reflect basic concepts from the disciplines that impact the quality of increasingly complex movement patterns; use basic offensive and defensive strategies in modified settings; display the behaviors needed for cooperative and other non-traditional games; and practice acceptable social behaviors.

Students will develop and refine abilities to demonstrate a variety of motor skills, develop and refine their abilities to demonstrate safe balance and weight transfer skills, perform mixer and couple dances, and create dance and gymnastic routines. Students will use critical elements to improve personal performance and provide feedback to others in fundamental and selected motor skills.

Students will develop and demonstrate respect for individual differences in physical activity settings (for example: culture, ethnicity motor skill level, disabilities, and physical characteristics); identify personal favorite activities.

HEALTHFUL LIVING EDUCATION – Grade 4

Focus Area

- Setting personal health and fitness goals
- Dealing appropriately with feelings
- Recognizing a variety of relationships
- Risks associated with substance abuse
- Benefits of physical activity
- Components of health-related tests
- Dance movements, ball handling skills, inverted balances, and jump rope skills
- Concepts of movement performance

Strands: Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Movement Forms, Fitness and Sport Literacy

COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

Objectives

1.01 Summarize health risks for age group.
1.02 Identify a personal health goal.
1.03 Use modeling of another's behavior as a strategy to reach a personal health goal.

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

Objectives

2.01 Associate personal behaviors with universal standards.
2.02 Identify feelings of contentment, enthusiasm and confidence and demonstrate healthy ways to express those feelings.
2.03 Identify feelings of disappointment, embarrassment, boredom, and loneliness and demonstrate healthy ways to express those feelings.
2.04 Distinguish between needs and wants.
2.05 Describe patterns of normal physical and emotional development at puberty.

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.

Objectives

3.01 Benefits of bicycle helmets.
3.02 Exercise caution when entering or crossing a street or road.
3.03 Avoid swerving and wrong-way riding on a bicycle.
3.04 Provide first aid for choking victims, including demonstrating the Heimlich maneuver.
3.05 Analyze advertising for health-related products and describe individual measures that can be taken.

COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.

Objectives

4.01 Recognize and demonstrate the importance of facial expression, body language, and verbal expression in communication.
4.02 Describe the variety of relationships between people.
4.03 Explain the value of social support.

COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.

Objectives

5.01 Compare different types of Food Guide Pyramids, including ethnic and vegetarian options.
5.02 Describe the implications of geography, ethnicity, and religion on food choices.
5.03 Explore how the media can influence perception of a desirable body size and shape.
5.04 Analyze how media images of food choices and eating behaviors may be unhealthy.
5.05 Contrast dangers of dieting with healthy weight management.

COMPETENCY GOAL 6: The learner will choose not to participate in substance use.

Objectives

6.01 Describe social, emotional, physical, and mental health risks associated with various substances.
6.02 Describe dependence.

6.03 Demonstrate examples of refusal skills in response to persuasion.
6.04 Identify signs and behaviors of substance use.

COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.

Objectives

7.01 Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.
7.02 Name the benefits derived from participation in a physical fitness program.
7.03 Identify several activities related to each component of physical fitness.
7.04 Analyze the relationship between nutrition and exercise in weight management.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.

Objectives

8.01 Select and participate regularly in physical activities for the purpose of improving skill and health.
8.02 Identify the benefits derived from regular physical activity.
8.03 Identify several moderate to vigorous physical activities that provide personal pleasure.

COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.

Objectives

9.01 Explore culture/ethnic self-awareness through participation in physical activity.
9.02 Recognize the attributes that individuals with differences can bring to group activities.
9.03 Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural, and ethnic origins.

COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.

Objectives

10.01 Follow with few reminders, activity-specific rules, procedures, and etiquette.
10.02 Utilize safety principles in activity situations.

10.03 Work cooperatively and productively with a partner or small group.
10.04 Work independently and on-task.

COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.

Objectives

11.01 Demonstrate movements found in folk dance, square dance, line dance, or other rhythmic activities.
11.02 Create original dances using the elements found in square, folk, line and/or other rhythmic activities.
11.03 Demonstrate ball-handling skills necessary for participation in lead up games and sports.
11.04 Demonstrate accuracy skills necessary for participation in a variety of lead-up games and sports.
11.05 Explore various movement forms including jump rope routines.
11.06 Develop inverted balances using two or more body parts.
11.07 Create movement sequence routines that contain balance, inversion, weight transfer, and landing.

COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.

Objectives

12.01 Apply critical elements to improve personal performances in fundamental and selected specialized skills.
12.02 Use critical elements of fundamental and specialized movement skills to provide feedback to others.
12.03 Recognize and apply concepts that impact the quality of increasingly complex movement performances.

Focus Areas

- Appraisal of personal health and fitness status
- Positive ways to control behavior
- Puberty
- Relationship skills
- Understanding food and it uses and dangers
- Look alike products
- Conflict resolution in sport
- Forehand and backhand striking skills
- Routines and sequential movement patterns
- Respect of individual differences while in activity
- Complete a health-related fitness test
- Development of skill combinations

Strands: Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Movement Forms, Fitness and Sport Literacy

COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

Objectives

1.01 Summarize health risks for own age group.
1.02 Assume responsibility for own health.
1.03 Appraise own health status.
1.04 Describe concept of wellness.
1.05 List personal benefits of a healthful lifestyle.
1.06 Describe methods of avoiding excess sun exposure.

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

Objectives

2.01 Analyze the impact of emotions on health-related behaviors.
2.02 Successfully manage anger and other strong feelings.
2.03 Describe means of dealing with boredom.

2.04 Identify basic human needs as motivators of behaviors.
2.05 Identify impulse behaviors, ways to control them, and how to respond to others.
2.06 Explain that puberty is experienced in predictable stages but at different rates for young people.

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.

Objectives

3.01 Practice first aid for common conditions.
3.02 Identify health risks of environmental choices.
3.03 Plan behaviors related to environment.
3.04 Evaluate reliability of health information sources.
3.05 Explain smoke detector value and maintenance.
3.06 Describe a personal management plan for preventing tooth decay and periodontal disease.
3.07 Dispel myths and misconceptions about disease transmission and demonstrate compassion for others.

COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.

Objectives

4.01 Interpret stereotyping and discrimination as limiting and hurtful behaviors.
4.02 List and follow rules for productive discussion.
4.03 Identify alternatives to fight or flight as means of resolving interpersonal conflicts.
4.04 Describe means of adapting to changing relationships and friendships.
4.05 Identify family, school, and community as sources of social support to reduce or prevent stress.

COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.

Objectives

5.01 Describe how combination foods fit in the Food Guide Pyramid.
5.02 Demonstrate how personal food and beverage choices fit in the Food Guide Pyramid.
5.03 Plan, select and prepare healthful meals and snacks that emphasize the principles of the Food Guide Pyramid.
5.04 Apply basic food safety rules for selecting, storing, preparing, cooking, cooling and reheating food.

5.05 Describe normal weight gain and body changes during puberty.
5.06 Respect genetic diversity of body shapes and sizes.
5.07 Distinguish between healthy and unhealthy patterns of eating.

COMPETENCY GOAL 6: The learner will choose not to participate in substance use.

Objectives

6.01 Explain motivations for drug use and healthful alternatives.
6.02 State long-term and short-term effects of tobacco products, including spit tobacco.
6.03 State rational counter-arguments to pressure to use drugs, alcohol, or tobacco products.
6.04 Identify social norms of a variety of people (parents, peers, media, teachers, faith leaders, police, health care professionals) regarding substance abuse.

COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.

Objectives

7.01 Demonstrate elements of the FIT guidelines to develop appropriate cardiovascular fitness levels.
7.02 Complete a health-related fitness test.
7.03 Utilize appropriate warm-up, pacing and cool down techniques.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.

Objectives

8.01 Identify personal activity interests and abilities.
8.02 Identify opportunities for regular physical activity.
8.03 Explain the relationship between "feeling good" and physical activity.
8.04 Identify social and psychological benefits from participation in physical activities.

COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.

Objectives

9.01 Demonstrate respect for individual differences in physical activity settings.
9.02 Synthesize and evaluate knowledge about the role of physical activity in a diverse society.

9.03 Develop strategies for including persons of diverse backgrounds and abilities in physical activity settings.

COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.

Objectives

10.01 Demonstrate behavior that will resolve conflicts in socially appropriate ways.
10.02 Follow rules, procedures and safe practices with few or no reminders.
10.03 Display the ability to work independently for short periods of time.

COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.

Objectives

11.01 Demonstrate various aerobic dance.
11.02 Demonstrate various popular folk and square dances, and mixer and couple dances.
11.03 Demonstrate throwing, passing, dribbling, catching, and shooting skills in team sports.
11.04 Demonstrate forehand and backhand striking skills in dual and individual sports.
11.05 Demonstrate skills necessary for participation in non-traditional games and activities.
11.06 Demonstrate the ability to jump rope with a partner or small group.
11.07 Create a variety of combinations using balance skills and rolling movements.
11.08 Create movement sequence routines using balance, jumping, landing, weight transfer, and rolling movements.

COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.

Objectives

12.01 Analyze the variety of sports and movement forms from countries around the world.
12.02 Identify the origins of a variety of sports and movement forms.
12.03 Participate in a variety of physical activities as both leader and follower.

HEALTHFUL LIVING EDUCATION GRADES 6 - 8

Major Emphases

A comprehensive Healthful Living Education program for all students has as its foundation learning experiences which are designed to help each individual develop pro-active healthy behaviors. The following education descriptors are reflective of the goals and objectives found in the 6-8 Healthful Living Education curriculum:

By the end of grade eight:

Students will be aware of the important health risks for their age group and be able to appraise their own health and fitness status, healthful behavior, and potential for health risk. Students will employ a variety of critical thinking processes to solve a variety of health-related problems and make health-related decisions.

Students will be able to enact non-violent conflict resolution strategies; exhibit behaviors productive to group functioning, define rights of individuals in relationships, and communicate feelings and expectations clearly.

Students will be able to protect themselves from health risks arising from fire, substance abuse, insufficient activity, and water recreational activities, and they will recognize the value of abstaining from sexual intercourse until marriage. Additionally, students will be able to manage stress, comprehend the role of personal responsibility in minimizing health risks, and develop plans to manage health-related behaviors and habits.

Students will know the principles of exercise and diet that contribute to the development of personal fitness. The student should be very comfortable in all aspects of heart rate monitoring (knows his or her resting heart rate, target heart rate, recovery heart rate); demonstrate FIT Guidelines; and develop sound exercise practices (know safe exercises and contraindicated exercises/practices). Students will be able to demonstrate the ability to set personal goals, develop an awareness of and respect for cultural diversity through participation in physical activities; understand and apply basic principles of training (e.g., intensity, specificity, overload) and develop abilities to function in group activities.

Students will be able to perform a wide variety of body management skills and recreational dances (square dance, international folk dance, and social dance). The student will participate in activities with a variety of individuals who differ from each other. Students will be able to perform

the skills necessary for participation in a variety of small-sided team, dual, and individual lifetime activities (e.g., skills, and basic offense and defense strategies). Students will engage in physical activities that provide for challenge, problem-solving, and decision-making, appropriate risk-taking choices, fair play and sportsmanship behaviors.

Guidelines for Instruction Regarding Abstinence Until Marriage and Sexually-Transmitted Diseases, Including HIV/AIDS

North Carolina General Statute 115C-81 (e1), ratified July 29, 1995, sets forth numerous requirements for both the State Board of Education and for local boards of education. The following general guidelines have been extracted from this legislation and apply to any instruction regarding abstinence until marriage and sexually transmitted diseases, including HIV/AIDS:

- present factually accurate biological or pathological information that is related to the human reproductive system;
- focus on the benefits of abstinence until marriage and the risks of premarital sexual intercourse;
- establish abstinence from sexual intercourse outside of marriage as the expected standard for all school-age children;
- offer positive reinforcement for abstinence;
- provide opportunities that allow for interaction between the parent or legal guardian and the student;
- assure that students are aware of the difference between risk reduction through use of contraceptives and/or condoms and risk elimination through abstinence;
- for any instruction concerning contraceptives or prophylactics, provide accurate statistical information on their effectiveness and failure rates for preventing pregnancy and sexually-transmitted diseases, including HIV/AIDS, in actual use among adolescent populations;
- inform students of the current legal status of those homosexual acts that are a significant means of transmitting diseases, including HIV/AIDS;
- assure that students understand that a mutually faithful, monogamous, heterosexual relationship in the context of marriage is the best lifelong means of avoiding diseases transmitted by sexual contact, including HIV/AIDS;
- be aware that the instruction in the use of and/or demonstration of condoms is a part of a comprehensive sex education program. Before a comprehensive sex education program is adopted, the local board of education shall conduct a public hearing and make all instructional materials available for review by parents or legal

guardians for at least 30 days before the public hearing and 30 days after the hearing.

Focus Areas

- Recognizes signs of asthma
- Using thinking to predict consequences and to cope appropriately with situations
- Familiar with water safety
- Dealing appropriately with feelings
- Benefits of resistance to harmful substances
- Health-related fitness tests with goals for improvement
- Safe opportunities for participation outside of school hours
- Acknowledging individual differences
- Working independently
- Routines in sequential movement patterns and dance
- Strategies for offense and defense

Strands: Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Movement Forms, Fitness and Sport Literacy

COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

Objectives

1.01 Explain health risks for age group.
1.02 Accurately describe the incidence of high-risk behaviors for age group.
1.03 Appraise own health behaviors.
1.04 Relate the signs of asthma.
1.05 Explain methods by which asthma can be controlled.

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

Objectives

2.01 Explain sources of self-concept.
2.02 Develop criteria to assess the significance of a decision/problem.
2.03 Project behavioral consequences as a means of anticipating problems.
2.04 Cope with failure appropriately.

2.05 Initiate requests for help or assistance from another.
2.06 Demonstrate stress management through breathing patterns, muscular relaxation, directing thoughts.
2.07 Use a structured thinking process to make decisions and solve problems.
2.08 Discuss transitions and challenges of social relationships during puberty and adolescence.

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.

Objectives

3.01 Explain principles of water survival.
3.02 Identify practices that prevent spinal cord injury.
3.03 Describe individual behaviors that can harm or help the health of the environment.
3.04 Identify sources of noise pollution and preventive measures for hearing impairment.
3.05 Evaluate claims made for health products and health services.
3.06 Differentiate between positive and negative effects of peer pressure.

COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.

Objectives

4.01 Communicate own feelings.
4.02 Demonstrate attention to and interest in expressions of others.
4.03 Describe behaviors conducive to and counterproductive to group functioning.
4.04 Enact non-violent conflict resolution strategies.
4.05 Discuss abusive relationships and create a list of resources for seeking help.

COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.

Objectives

5.01 Name the Dietary Guidelines for Americans and describe the implications of each on eating behavior.
5.02 Define common terms on food labels and advertising.
5.03 Assess health claims on food labels.
5.04 Describe how being over or under a healthful weight can be linked to biases and discrimination.

5.05 Explain that obesity is a disease as well as a risk factor for other diseases such as diabetes and cardiovascular disease.

5.06 Explain increasing external pressures in adolescence to engage in risk behaviors and strategies for resistance.

COMPETENCY GOAL 6: The learner will choose not to participate in substance use.

Objectives

6.01 Evaluate advertising for tobacco and alcohol.

6.02 Describe common antecedents of substance abuse.

6.03 Identify short-term and long-term benefits of resistance to substance abuse.

6.04 Delineate the sequence of substance abuse that can lead to serious health risks.

6.05 Explain the immediate social and physical consequences of tobacco, including spit tobacco, and other drug abuse.

6.06 Describe how one might encourage a friend not to be involved in substance abuse.

COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.

Objectives

7.01 Complete a health-related personal fitness test and demonstrate improvement at appropriate level.

7.02 Demonstrate an understanding of proper stretching exercises and muscle strength/endurance exercises.

7.03 Demonstrate the ability to perform self-paced aerobic activity, keeping in an appropriate target heart rate zone, and monitoring recovery rate after the activity.

7.04 Demonstrate the knowledge of how to prepare the body before and after vigorous exercise.

7.05 Begin to develop a strategy for the improvement of selected fitness components.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.

Objectives

8.01 Identify opportunities in the school and community for regular participation in physical activity.

8.02 Participate daily in some form of health-enhancing physical activity.

8.03 Analyze personal interests and capabilities in regard to one's exercise behavior.

8.04 Identify the critical aspects of a healthy lifestyle.

COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.

Objectives

9.01 Acknowledge differences in the behaviors of people of different gender, culture, ethnicity, and disability and seek to learn more about both similarities and differences.

9.02 Cooperate with disabled peers and those of different gender, race, and ethnicity.

9.03 Work cooperatively with more and less skilled peers.

COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.

Objectives

10.01 Work independently in pursuit of personal fitness goals.

10.02 Make conscious decisions about applying rules, procedures, and etiquette.

10.03 Utilize time effectively to complete assigned tasks.

10.04 Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.

COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.

Objectives

11.01 Demonstrate square, folk, and rhythmic movement skills.

11.02 Create short movement compositions.

11.03 Perform rolling combinations with gymnastic movements.

11.04 Create routines that focus on rolling combinations with variations of positions.

11.05 Demonstrate beginning strategies for net and invasion games.

11.06 Demonstrate increasing competence in more advanced specialized skills.

COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.

Objectives

12.01 Use information from a variety of sources of internal and external origin to improve performance.

12.02 Identify and apply principles of practice and conditioning that enhances performance.

12.03 Recognize the general characteristics of movement that can be applied to specific settings.

12.04 Use basic understanding of the knowledge of offensive and defensive strategies in activity settings.

Focus Areas

- Recognizing and managing habits
- Recognizing incidence of high-risk behaviors
- Mutually faithful relationships
- Communication skills
- Realizing various nutrition-related concerns
- Health risks involved with harmful substances
- Activities that are means to fitness
- Diversity issues
- Sportsmanship and fair play
- Integration with other course areas
- Application of game strategies

Strands: Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Diversity, Social Wellness, Variety of Movement Forms, Literacy of Physical Activity, Sport and Fitness

COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

Objectives

1.01 Explain health risks for age group.
1.02 Appraise own health status.
1.03 Differentiate between objective and subjective perceptions of personal health risk.
1.04 Explain the concept of cumulative risk in regard to disease and injury.
1.05 Accurately describe the incidence of high-risk behaviors for age group.

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

Objectives

2.01 Describe examples of self-deception.
2.02 Use positive imaging to maintain self-esteem.
2.03 Distinguish among effort, ability, and chance as factors in success and failure.

2.04 Recognize and manage habits appropriately.
2.05 Anticipate and monitor personal stressors.
2.06 Explain methods of managing stress by minimizing exposure to stressors.

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.

Objectives

3.01 Extinguish fires correctly.
3.02* Understand that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases.
3.03* Explain the effectiveness and failure rates (some studies indicate failure rates range from 2% to 30%) of condoms as a means of preventing sexually transmitted diseases.
3.04* Recognize abstinence from sexual intercourse until marriage as the only certain means of avoiding out-of-wedlock pregnancy, sexually-transmitted diseases, and any other health and emotional problems associated with sexual intercourse.
3.05* Describe the benefits of abstinence from sexual intercourse until marriage.
3.06* Explain the risks of premarital sexual intercourse.
3.07* Demonstrate techniques and strategies for becoming or remaining abstinent by dealing with peer pressure.
3.08 Define and provide examples of health and medical quackery.
3.09 Analyze messages in the media targeting teens.

COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.

Objectives

4.01 Exercise social and interpersonal persuasion.
4.02 Identify feelings in communications with others.
4.03 Clarify expressions of others.
4.04 Express expectations to others.
4.05 Define tolerance and explain its importance to a healthy society respectful of differences and diversity.

COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.

Objectives

5.01 Plan, select, and prepare healthful meals that emphasize the principles of the Dietary Guidelines for Americans.

5.02 Determine the benefits or risks of food fortification with specific vitamins and minerals.
5.03 Define the conditions under which nutrient supplementation may be appropriate for some individuals.
5.04 Identify risks of megadoses of specific nutrients.
5.05 Consume healthful breakfasts.
5.06 Choose snacks rich in nutrients and low in sugar and carbohydrates.
5.07 Define eating disorders, symptoms, and resources for treatment.

COMPETENCY GOAL 6: The learner will choose not to participate in substance use.

Objectives

6.01 Quantify the contribution of alcohol to death and injury from vehicle crashes, pedestrian injury, homicide, suicide, robbery and assault, drowning, burns, and falls, and to job absenteeism, job loss, and job injury.
6.02 Describe the variety of health risks associated with the injection of substances.
6.03 Demonstrate refusal skills that refute persuasion to abuse substances.
6.04 Analyze an anti-cigarette and anti-spit tobacco advertisements.
6.05 Describe methods of encouraging others not to use illegal substances.

COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.

Objectives

7.01 Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.
7.02 Demonstrate knowledge of the terms aerobic and anaerobic.
7.03 Demonstrate cardiovascular endurance in an activity other than running.
7.04 Demonstrate knowledge of flexibility, muscular strength and endurance.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.

Objectives

8.01 Identify resources in the community that can be accessed to maintain a physically active lifestyle.
8.02 Monitor and evaluate the benefits of various physical activities.
8.03 Establish personal physical activity goals.
8.04 Demonstrate the importance and value of regular physical activity.

COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.

Objectives

9.01 Demonstrate respect for individual differences in physical activity settings.

9.02 Synthesize and evaluate knowledge about the role of physical activity in a diverse society.

9.03 Develop strategies for including persons of diverse backgrounds and abilities in physical activity settings.

COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.

Objectives

10.01 Display sensitivity to the feelings of others during physical activities.

10.02 Engage in fair play and sportsmanship behaviors during physical activity.

10.03 Demonstrate the ability to work independently for various periods of time.

COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.

Objectives

11.01 Demonstrate country western dance and social dance forms.

11.02 Create dances that use the various elements of time, space, force, and flow.

11.03 Demonstrate vaulting skills using available equipment.

11.04 Create a short movement sequence routine.

11.05 Demonstrate strategies in a variety of games and sports.

11.06 Demonstrate competence in skills needed for team games and sports.

11.07 Demonstrate competence in skills needed for individual physical activity.

COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.

Objectives

12.01 Apply more advanced movement and game strategies.

12.02 Identify the critical elements of more advanced movement skills.

12.03 Identify the characteristics of skilled performance in a few movement forms.

12.04 Apply more advanced discipline-specific knowledge.

Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually-transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), or to the avoidance of out-of-wedlock pregnancy, (ii) an abstinence until marriage program, or (iii) a comprehensive sex education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials. Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.

HEALTHFUL LIVING EDUCATION – Grade 8

Focus Areas

- Behaviors related to health risks
- Accepting responsibility for personal behavior
- CPR and heimlich maneuver
- Awareness of global environmental health issues
- Body image
- Potential impact of substance abuse
- Relationships between physical activity, nutrition, and body management
- The purpose for sports, dance, activity and gymnastics in modern society
- Consequences of behavior
- Critical elements of movement
- Monitoring heart rate
- Fair play and sportsmanship
- Working cooperatively

Strands: Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Movement Forms, Fitness and Sport Literacy

COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

Objectives

1.01 Explain health risks for personal age group.
1.02 Appraise own health status.
1.03 Identify automobiles, alcohol, and handguns as the three factors associated with the majority of fatal and serious injuries.
1.04 Predict the potential for health risks in a variety of situations.
1.05 Plan strategies to practice sun safety in various situations.
1.06 Explain how media can model both positive and negative health behaviors.

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

Objectives

2.01 Develop systematic short-term and long-term health goal achievement plans.
2.02 Analyze own defense mechanisms.
2.03 Identify positive ways to cope with stress.
2.04 Accept responsibility for own behaviors.
2.05 Employ a variety of structured thinking processes to solve problems and make decisions.
2.06 Recognize and seek help for self-destructive thoughts and behaviors.
2.07 Identify the signs of suicide and develop a plan for seeking help.

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.

Objectives

3.01 Perform the Heimlich maneuver and demonstrate basic CPR techniques and procedures on a mannequin, and pass a Red Cross or Heart Association approved test of CPR skills.
3.02* Understand that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases.
3.03* Explain methods of contraception, their effectiveness and failure rates (some studies indicate condom use failure rates ranging from 2% to 30%), and the risks associated with different methods of contraception.
3.04* Demonstrate skills and strategies for remaining or becoming abstinent from sexual intercourse.
3.05 Project potential personal health consequences of global environmental problems.
3.06 Select personal behavior goals and strategies contributing to environmental improvement.
3.07 Evaluate accuracy and significance of media reports of health and medical research.
3.08 Communicate with health care providers about personal health status and concerns.
3.09 Explain how certain fads affect health, e.g., body piercing, tattooing, artificial fingernails.

COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.

Objectives

4.01 Develop and maintain confidential relationships.
4.02 Describe constructive and risky means of expressing independence.

4.03 Seeks help from family, schools, and community resources for unhealthy relationships.

COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.

Objectives

5.01 Provide examples of the role of the Dietary Guidelines for Americans in promoting health.

5.02 Analyze barriers to own healthful eating patterns and describe strategies for overcoming these barriers.

5.03 Explain how different cultural perceptions impact self-esteem and body image.

5.04 Demonstrate how to balance calorie intake with caloric expenditure to maintain, gain, or reduce weight.

5.05 Identify media and peer pressures for unhealthy weight control through eating disorders, fad dieting, excessive exercise, and smoking.

COMPETENCY GOAL 6: The learner will choose not to participate in substance use.

Objectives

6.01 Explain the relationship between amount and frequency of a harmful substance consumed and effect on behavior.

6.02 Identify resources for assistance with problems involving alcohol, tobacco products, and other substances.

6.03 Summarize typical experiences and feelings of persons who attempt to quit tobacco use.

6.04 Describe the special risks associated with alcohol use and vehicles.

6.05 Relate the potential impact—social, emotional, familial, physical, and legal—of harmful substance use on oneself.

COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.

Objectives

7.01 Explain the principles of cardiovascular and strength training.

7.02 Complete a health-related fitness test and achieve fitness scores at an acceptable level.

7.03 Monitor resting, exercise, and recovery heart rates.

7.04 Explain the relationship between physical activity, nutrition, and adequate rest/sleep and weight management.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.

Objectives

8.01 Monitor and evaluate the benefits of various physical activities.
8.02 Establish personal physical activity goals and monitor progress toward goals.
8.03 Express the value and importance of regular physical activity.

COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.

Objectives

9.01 Recognize the role of sport, games, and dance in modern culture.
9.02 Identify behaviors that are supportive and inclusive in physical activity settings.
9.03 Willingly join others of diverse culture, ethnicity, and gender during physical activity.
9.04 Recognize the influence of differences on participation in physical activities.
9.05 Work cooperatively with peers of differing skill.

COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.

Objectives

10.01 Solve problems in physical activity settings by analyzing causes and potential solutions.
10.02 Analyze potential consequences when confronted with a behavior choice in a physical activity setting.
10.03 Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.
10.04 Display sensitivity to the feelings of others during physical activities.
10.05 Consistently engage in fair play and sportsmanship behaviors during physical activity.

COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.

Objectives

11.01 Successfully perform a variety of contemporary and popular dances.
11.02 Demonstrate square, folk, and social dance skills.
11.03 Create original dances using the elements found in recreational dance.

11.04 Demonstrate competence in advanced skills needed for team or dual games and sports.
11.05 Demonstrate competence in advanced skills needed for individual physical activity.
11.06 Create and perform sequential movement routines.

COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.

Objectives

12.01 Understand and apply offensive and defensive strategies.
12.02 Identify critical elements of movement skills.
12.03 Know and apply rules and safe practices in a variety of physical activities.
12.04 Analyze the social and cultural significance of various movement forms.

**Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually-transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), or to the avoidance of out-of-wedlock pregnancy, (ii) an abstinence until marriage program, or (iii) a comprehensive sex education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials. Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.*

HEALTHFUL LIVING EDUCATION – HIGH SCHOOL

Major Emphases

A comprehensive Healthful Living Education program for all students has as its foundation learning experiences that help each individual develop proactive healthy active behaviors. While many school systems have additional Health/Physical Education unit as a local requirement, this section only addresses the health and physical education portions of the K-12 Healthful Living Education curriculum required for graduation from high school.

The absence of objectives beyond the state required curriculum should not be interpreted as a lessening of commitment to the high school students. These high school years are vital to ensure a strong knowledge base for continued personal fitness and lifetime activity. A valuable core of health and physical education electives or locally required courses should continue to reflect a competency-based curriculum in Healthful Living Education. The following educational descriptors are reflective of the goals and objectives found in the 9-12 Healthful Living Education curriculum:

By the end of high school:

Students will be able to assess their own health status and understand the relationship of healthful living to their quality of life, develop an awareness of their own control in the area of stress management, accept responsibility for the prevention of major health risks; demonstrate conflict resolution skills; understand concepts of fitness and lifetime wellness; accept responsibility for personal fitness; demonstrate a variety of skills needed for being active; and control behaviors in physical activity settings.

Students should realize before leaving high school that healthy behaviors are essential to their quality of life; fitness is a part of everyday life; behavior is accountable; and proper nutrition is essential.

Electives should be well developed in a sequential manner with a variety of lifetime wellness opportunities available. Elective requirements should focus on wellness and safety of the individual. The courses should provide daily activity for students to assess personal fitness levels with an opportunity to improve. Courses should also provide continuity within the given competency goals and strands throughout the Healthful Living Standard Course of Study.

Guidelines for Instruction Regarding Abstinence Until Marriage and Sexually-Transmitted Diseases, Including HIV/AIDS

North Carolina General Statute 115C-81 (e1), ratified July 29, 1995, sets forth numerous requirements for both the State Board of Education and for local boards of education. The following general guidelines have been extracted from this legislation and apply to any instruction regarding abstinence until marriage and sexually transmitted diseases, including HIV/AIDS.

- present factually accurate biological or pathological information that is related to the human reproductive system;
- focus on the benefits of abstinence until marriage and the risks of premarital sexual intercourse;
- establish abstinence from sexual intercourse outside of marriage as the expected standard for all school-age children;
- offer positive reinforcement for abstinence;
- provide opportunities that allow for interaction between the parent or legal guardian and the student;
- assure that students are aware of the difference between risk reduction through use of contraceptives and/or condoms and risk elimination through abstinence;
- for any instruction concerning contraceptives or prophylactics, provide accurate statistical information on their effectiveness and failure rates for preventing pregnancy and sexually-transmitted diseases, including HIV/AIDS, in actual use among adolescent populations;
- inform students of the current legal status of those homosexual acts that are a significant means of transmitting diseases, including HIV/AIDS;
- assure that students understand that a mutually faithful, monogamous, heterosexual relationship in the context of marriage is the best lifelong means of avoiding diseases transmitted by sexual contact, including HIV/AIDS;
- be aware that the instruction in the use of and/or demonstration of condoms is a part of a comprehensive sex education program. Before a comprehensive sex education program is adopted, the local board of education shall conduct a public hearing and make all instructional materials available for review by parents or legal guardians for at least 30 days before the public hearing and 30 days after the hearing.

Focus Areas

- behaviors related to health risks assessing their own health status and understand the relationship of healthful living to their quality of life.
- developing an awareness of their own control in the area of stress manag[illegible]ent, accept responsibility for the prevention of major health risks.
- demonstrating conflict resolution skills, deal effectively with anger.
- explaining a variety of behavior change strategies.
- constructing a model health-risk behavior self-management plan.
- demonstrating skills of personal self-protection; act independently of peer pressure; identify risk behaviors.
- assessing their own nutritional/weight status; and analyze influences on their eating behaviors.
- demonstrating and maintaining an acceptable level of health-related fitness and learn the benefits of fitness and activity.
- demonstrating appropriate developmental gymnastic skills used to encourage flexibility, balance, and strength development.
- demonstrating appropriate developmental dance skills.
- implementing a personal fitness program as well as identify community support resources for lifetime fitness.
- participating at a competent level in at least two lifetime sports and one other movement form.
- demonstrating to safely participate in a wide variety of cardiovascular fitness activities; demonstrate a variety of body control.
- demonstrating the ability to evaluate activities in terms of social, emotional, and physical benefits.
- demonstrating the skills, knowledge, interest, and desire to independently maintain an active lifestyle.

Strands: Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Movement Forms, Fitness and Sport Literacy

COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

Objectives

1.01 Assess own health status.

1.02 Accept responsibility for own health.

1.03 Determine individual control over health risks.
1.04 Compare relationship of health to quality of life.
1.05 Describe the procedures for organ donation, local and state resources, and benefits to society.
1.06 Identify the value for personal outcomes acquired from lifelong learning about health education.

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

Objectives

2.01 Develop awareness of own control over stress.
2.02 Replace negative thoughts with positive.
2.03 Associate behaviors with personal, family, and cultural values.
2.04 Cope with losses appropriately.
2.05 Respond to others with empathy.
2.06 Identify symptoms of mental disorders and know where to seek professional assistance.

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.

Objectives

3.01 Interpret the importance of various health risks.
3.02 Explain activities taken for disaster preparedness.
3.03 Prioritize own health risks and construct a model health risk behavior self-management plan.
3.04 Identify risk behavior to manage.
3.05 Explain the importance of early detection, including medical examination and self-examination.
3.06 Assess behaviors and decisions as to their likelihood of resulting in infant morbidity and mortality.
3.07* Understand that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases.
3.08* Refine skills and strategies for remaining or becoming abstinent from sexual intercourse.
3.09* Understand causes, consequences, and prevention of major health risk behaviors for own age group.

COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.

Objectives

4.01 Analyze problems stemming from unhealthy relationships.
4.02 Implement skills which develop positive relationships.
4.03 Utilize anger management skills.
4.04 Identify resources for managing relationship problems.
4.05 Demonstrate conflict resolution skills.
4.06 Formulate principles for healthful dating relationships.

COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.

Objectives

5.01 Provide detailed examples of how nutrition and physical activity can reduce the risk for chronic diseases.
5.02 Develop a personal healthful eating plan that incorporates food choices outside the home setting.
5.03 Develop specific eating plans to meet changing nutritional requirements, such as special dietary needs, athletic training, pregnancy, and food allergies.
5.04 Describe the pharmacological benefits of nutrients such as folic acid.
5.05 Evaluate specific diet plans found in popular magazines and books.
5.06 Design a plan for personal weight management based on a realistic and healthful body image.
5.07 Differentiate between healthful and harmful dietary habits.

COMPETENCY GOAL 6: The learner will choose not to participate in substance use.

Objectives

6.01 Recognize and seek help for depression.
6.02 Describe the potential effects on others of substance abuse by individuals.
6.03 Analyze motives for and consequences of steroid abuse.
6.04 Access services for dealing with substance abuse problems.
6.05 Explain behavior change strategies used in the treatment of substance abuse.
6.06 Delineate the risks involved in binge drinking.
6.07 Define "Fetal Alcohol Syndrome" and describe how it is prevented.

COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.

Objectives

7.01 Recognize and apply safety techniques, practices, and guidelines as related to fitness and nutrition.

7.02 Identify and analyze the principles of cardiovascular and strength development.

7.03 Complete a health related fitness test and assess personal level of physical fitness, including monitoring of the heart.

7.04 Interpret multiple sets of data in order to determine the best course of action for a healthy personal lifestyle.

7.05 Design and implement a personal activity program that demonstrates the relationship between physical activity, nutrition and weight management.

7.06 Recognize the implications of cardiovascular disease on healthy living.

COMPETENCY GOAL 8: The learner will exhibit regular physical activity.

Objectives

8.01 Identify resources in the community that can be accessed to maintain regular physical activity.

8.02 Evaluate the benefits of various physical activities.

8.03 Demonstrate and evaluate the importance of regular physical activity and proper diet.

8.04 Use goals and logical steps to develop an action plan to organize resources in order to be physically active.

8.05 Participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting.

8.06 Appreciate and value the importance of regular physical activity.

COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.

Objectives

9.01 Execute respect for individual differences in physical activity settings.

9.02 Synthesize and evaluate knowledge about the role of physical activity in a diverse society.

9.03 Develop strategies for including persons of diverse backgrounds and abilities in physical activity settings.

COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.

Objectives

10.01 Work productively as a member of a team and contribute to the team's success through the assumption of a variety of noncompetitive duties.
10.02 Set personal goals for the development of skills, knowledge, and social responsibility, and work independently toward those goals.
10.03 Practice acceptable sportsmanship and fair play behaviors in physical activity settings.
10.04 Apply cooperative social skills to partner and group activities such as dance, outdoor activities, team building, problem solving, and cooperation games.
10.05 Demonstrate leadership in physical activities.

COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.

Objectives

11.01 Participate at a competent level in small-sided games in at least one team sport.
11.02 Participate at a competent level in small-sided games in at least one individual or dual sport.
11.03 Participate at a competent level in at least one other movement form such as dance, gymnastics, aquatics, and outdoor pursuits.
11.04 Engage in various duties as they pertain to games and sport.

COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.

Objectives

12.01 Exhibit knowledge of concepts in three different activities by officiating, judging, or refereeing.
12.02 Demonstrate competence in basic offensive and defensive strategies or tactics in team, individual, and dual activities.
12.03 Apply rules, biomechanical or movement principles, problem solving and fitness concepts to game and movement settings.
12.04 Know and apply safe practices in physical activity settings.
12.05 Apply statistical data about personal and group performance to the improvement of game play.

**Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually-transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), or to the avoidance of out-of-wedlock pregnancy, (ii) an abstinence until marriage program, or (iii) a comprehensive sex education program, whether developed by the State or by the local board of education, the parents and legal*

guardians of those students shall be given an opportunity to review the objectives and materials. Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.

GLOSSARY

Abstinence: to refrain from something by one's own choice. Sexual abstinence is refraining from intimate sexual activity that could lead to pregnancy or disease.

Asthma: a chronic respiratory disease, often arising from allergies, and accompanied by labored breathing, chest constriction, and coughing.

Basic Movement Skills: Locomotor movement skills are gallop, hop, jump, leap, run, skip, slide, and walk. Manipulative: catch, kick, strike, throw.

Behavior Management Skills: actions or behaviors that help an individual stay safe and healthy; having the ability to reduce health risks and practice high-level wellness.

Body Management: basic skills taught in early years focusing on abilities to control the body/body parts in actions such as those involving traveling, balancing, rolling, or supporting body weight.

Cardiovascular Fitness: the ability to persist in a physical activity that requires oxygen.

Competence: sufficient ability to enjoy safe participation in an activity.

Contraception: a process or technique for the prevention of pregnancy.

Critical Elements: the important qualitative cues that describe aspects of a movement or skill.

Dietary Guidelines for Americans: recommendations for nutritional health published by the USDA and DHHS. These guidelines reflect the most current scientific knowledge in nutrition for preventing chronic illnesses.

Discrimination: an act based on prejudice.

Empathy: identification with and understanding of another's situation, feelings, and motives.

Fetal Alcohol Syndrome: a complex of birth defects including retarded growth and cardiac abnormalities that occur in infants born to women who consume excess alcohol during pregnancy.

F.I.T. Formula: training principal describing the relationship between increase in *frequency*, *intensity* of exercise and amount of *time* of exercise and their relationship to increases in performance.

Fitness Components: There are two kinds of components of fitness. Health related components are cardiovascular endurance, muscle strength, flexibility, body composition, and muscular endurance. Skill related components add agility, speed and other sport-related factors.

Flammable: easily ignited and capable of burning with great rapidity.

Food-borne illnesses: infectious illnesses that are transmitted by unsafe or unclean handling of food or by inadequate cooking of food.

Food Guide Pyramid: a visual representation of USDA recommendations for healthy food choices; includes number of recommended servings each of food group.

Fundamental movement skills: running, throwing, striking, leaping, jumping, etc.

Game structure: Each game has a basic framework that usually falls into one of several categories including:

- invasion games (i.e., basketball, football, hockey);
- net/wall activities (i.e., badminton, volleyball, tennis, racquetball); or
- target games (golf, archery, bowling).

Health-related physical fitness: the personal fitness component most associated with health (cardiovascular endurance, muscular strength, flexibility, body composition, and muscular endurance).

Heterosexual: characterized by the attraction to and sexual orientation for the opposite sex.

Hygiene: conditions or practices that serve to promote or preserve health; habits of cleanliness.

Heimlich maneuver: an emergency procedure for dislodging food or other obstruction to prevent asphyxiation.

Infant morbidity: the incidence of injury/disease among infants (defined as younger than one year-old).

Infant mortality: the incidence of death among infants (defined as younger than one year-old).

Inhalant: A substance introduced into the body by breathing it in. The practice of abusing substances in this manner is referred to as "huffing."

Mature form or fundamental motor patterns: The most efficient technique for the development of force production in a skill; usually associated with the highly skilled performances.

Microorganisms: an animal or plant of microscopic size, especially a bacterium or protozoan, which is capable of transmitting disease.

Monogamous: the custom of being married to only one person at a time; practicing sexual fidelity.

Movement concepts: The language that describes how the body moves, where the body moves, the qualitative characteristics of the movement and the content involved in the movement.

Movement forms:

Dance: creative/modern, social-recreational, folk/square
Developmental Gymnastics: progression gymnastic movement patterns appropriate for each grade level.
Individual Activities: gymnastics, self-defense, weight training, fitness walking
Movement Sequence: a series of movement's put together to flow smoothly and demonstrate an understanding of movement patterns.
Outdoor Education: ropes, backpacking, canoeing, orienteering, and fishing
Net/Racquet: badminton, racquetball, table tennis, and volleyball
Target Activities: archery, bowling, and golf
Team Activities: soccer, volleyball, lacrosse, and field hockey
Non-traditional games: lacrosse, field hockey, and table tennis

Periodontal disease: disease of the tissues around a tooth.

Small-sided game: A game or activity that is played with fewer numbers of people that the rules state and usually on a smaller playing area to incorporate more practice.

Stereotype: a person, group, event, or issue considered conforming to an unvarying pattern or manner lacking any individuality. Stereotypes limit expression and may be based on bias.

Universal standards for behavior: values or morals that are universally held, i.e., most cultures or societies expect the behavior.

Some definitions were adapted from South Carolina Physical Education Framework Field Review Draft, May 1999, pp.101-102.

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Appendix

§115C-81 (e1)

School Health Education Program to Be Developed and Administered

§115C-81 (e1)

School Health Education Program to Be Developed and Administered

July, 1997

(1) A comprehensive school health education program shall be developed and taught to pupils of the public schools of this State from kindergarten through ninth grade. This program includes age-appropriate instruction in the following subject areas, regardless of whether this instruction is described as, or incorporated into a description of, "family life education"; "family health education"; "health education"; "family living"; "health"; "healthful living curriculum"; or "self-esteem":

a. Mental and emotional health;
b. Drug and alcohol abuse prevention;
c. Nutrition;
d. Dental health;
e. Environmental health;
f. Family living;
g. Consumer health;
h. Disease control;
i. Growth and development;
j. First aid and emergency care, including the teaching of cardiopulmonary resuscitation (CPR) and the Heimlich maneuver by using hands-on training with mannequins so that students become proficient in order to pass a test approved by the American Heart Association, or American Red Cross;
k. Preventing sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS) virus infection, and other communicable diseases;
l. Abstinence until marriage education; and
m. Bicycle safety.

(2) The State Board of Education shall supervise the development and operation of a statewide comprehensive school health education program including curriculum development, in-service training provision and promotion of collegiate training, learning material review, and assessment and evaluation of local programs in the same manner as for other programs. The State Board of Education shall adopt objectives for the instruction of the subject areas listed in subdivision (1) of this subsection that are appropriate for each grade level. In addition, the State Board shall approve textbooks and other materials incorporating these objectives that local school administrative units may purchase with State funds. The State Board

of Education, through the Department of Public Instruction shall, on a regular basis, review materials related to these objectives and distribute these reviews to local school administrative units for their information.

(3) The State Board of Education shall develop objectives for instruction in the prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS) virus infection, that includes emphasis on the importance of parental involvement, abstinence from sex until marriage, and avoiding intravenous drug use. Any program developed under this subdivision shall present techniques and strategies to deal with peer pressure and to offer positive reinforcement and shall teach reasons, skills, and strategies for remaining or becoming abstinent from sexual activity; for appropriate grade levels and classes, shall teach that abstinence from sexual activity until marriage is the only certain means of avoiding out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health and emotional problems, and that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding diseases transmitted by sexual contact, including Acquired Immune Deficiency Syndrome (AIDS); and shall teach the positive benefits of abstinence until marriage and the risks of premarital sexual activity. Any instruction concerning the causes of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), in cases where homosexual acts are a significant means of transmission, shall include the current legal status of those acts.

(4) The State Board of Education shall evaluate abstinence until marriage curricula and their learning materials and shall develop and maintain a recommended list of one or more approved abstinence until marriage curricula. The State Board may develop an abstinence until marriage program to include on the recommended list. The State Board of Education shall not select or develop a program for inclusion on the recommended list that does not include the positive benefits of abstinence until marriage and the risks of premarital sexual activity as the primary focus. The State Board shall include on the recommended list only programs that include, in appropriate grades and classes, instruction that:

a. Teaches that abstinence from sexual activity outside of marriage is the expected standard for all school-age children;
b. Presents techniques and strategies to deal with peer pressure and offering positive reinforcement;
c. Presents reasons, skills, and strategies for remaining or becoming abstinent from sexual activity;
d. Teaches that abstinence from sexual activity is the only certain means of avoiding out-of-wedlock pregnancy, sexually transmitted diseases,

including Acquired Immune Deficiency Syndrome (AIDS), and other associated health and emotional problems;

e. Teaches that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS);

f. Teaches the positive benefits of abstinence until marriage and the risks of premarital sexual activity;

g. Provides opportunities that allow for interaction between the parent or legal guardian and the student; and

h. Provides factually accurate biological or pathological information that is related to the human reproductive system.

(5) The State Board of Education shall make available to all local school administrative units for review by the parents and legal guardians of students enrolled at that unit any State-developed objectives for instruction, any approved textbooks, the list of reviewed materials, and any other State-developed or approved materials that pertain to or are intended to impart information or promote discussion or understanding in regard to the prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), to the avoidance of out-of-wedlock pregnancy, or to the abstinence until marriage curriculum. The review period shall extend for at least 60 days before use.

(6) Each local school administrative unit shall provide a comprehensive school health education program that meets all the requirements of this subsection and all the objectives established by the State Board. Each local board of education may expand on the subject areas to be included in the program and on the instructional objectives to be met. This expanded program may include a comprehensive sex education program for that local school administrative unit only if all of the following requirements are satisfied:

a. Before a comprehensive sex education program is adopted, the local board of education shall conduct a public hearing, after adequately notifying the public of the hearing.

b. For at least 30 days before this public hearing and during this public hearing, the objectives for this proposed program and all instructional materials shall be made available for review.

c. For at least 30 days after the public hearing, the objectives for the program and all instructional materials shall remain available for review by parents and legal guardians of students in that local school administrative unit.

(7) Each school year, before students may participate in any portion of

(i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), or to the avoidance of out-of-wedlock pregnancy,

(ii) an abstinence until marriage program, or

(iii) a comprehensive sex education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials. Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.

(8) Students may receive information about where to obtain contraceptives and abortion referral services only in accordance with a local board's policy regarding parental consent. Any instruction concerning the use of contraceptives or prophylactics shall provide accurate statistical information on their effectiveness and failure rates for preventing pregnancy and sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), in actual use among adolescent populations and shall explain clearly the difference between risk reduction and risk elimination through abstinence.

(9) Contraceptives, including condoms and other devices, shall not be made available or distributed on school property.

(10) School health coordinators may be employed to assist in the instruction of any portion of the comprehensive school health education program. Where feasible, a school health coordinator should serve more than one local school administrative unit. Each person initially employed as a State-funded school health coordinator after June 30, 1987, shall have a degree in health education.

Appendix

§115C- 307 (e1)

School Physical Activity in Early Childhood

§115C-307 (e1)

Duties of Teachers

(b) To provide for General Well-Being of Students. – It shall be the duty of all teachers, including student teachers, substitute teachers, or voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to encourage temperance, morality, industry, and neatness; to promote the health of all pupils, especially of children in the first three grades, by providing frequent periods of recreation, to supervise the play activities during recess, and to encourage wholesome exercises for all children.